

The CLEARING HOUSE

A JOURNAL FOR MODERN JUNIOR AND SENIOR HIGH SCHOOLS

Vol. 32

DECEMBER 1957

No. 4

In this issue:

The Unreader

by MILDRED GIGNOUX DOWNES

It Pays to Advertise the Student Council

by GERALD M. VAN POOL

Group Dynamics in Action

by H. A. JEEP *and* J. W. HOLLIS

Stereotyped Reactions of Teachers

by KENNETH H. HOOVER

Re-emphasis on Quality in Education . . . Ish, Icky, and Cool Cat . . . The
Silent Period in Group Processes . . . Education Toward What? . . . Critics
of Education Don't Shoot Straight

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The Clearing House

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Contents

Re-emphasis on Quality in Education	Jack Boger	195
The Unreader	Mildred Gignoux Downes	202
Poetry as an Arch	Emily Betts Gregory	204
Improving Reading in Butte County High Schools	Loaz W. Johnson	207
Plenty of Problems in School Publications	Ellen Hanford	211
Ish, Icky, and Cool Cat	Robert L. Coard	214
TV, Handmaid of Literature	Salibelle Royster	216
It Pays to Advertise the Student Council	Gerald M. Van Pool	218
Group Dynamics in Action	H. A. Jeep and J. W. Hollis	223
The Silent Period in Group Processes	D. Patrick Hughes	230
Development of Individuality Poses Problems in a Mass World	Mary Elizabeth Fowler	232
Education Toward What?	Paul W. Schmidtchen	235
Stereotyped Reactions of Teachers	Kenneth H. Hoover	239
Critics of Education Don't Shoot Straight	Thomas Brodie	243

Departments

Tricks of the Trade	222	Book Reviews	245
Events & Opinion	237	The Humanities Today	249
Findings	242	Audio-Visual News	254

CH articles are listed in the Education Index.

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NOTICE TO WRITERS

We invite readers to write articles that report good practices, interesting experiments, research findings, or new slants on persistent problems in education. We prefer articles that combine factual reporting, interesting context, and incisive style. Topics should relate to programs, services, and personnel in junior and senior high school.

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Re-emphasis on Quality in Education

By JACK BOGER

EDUCATION IS WITHOUT VALUE, said William James, unless it is the right kind of education. Education is *not* buildings, budgets, and buses. Our faith in a good education is such that we think of it as the salvation of democracy without being curious as to what it is. Education is like history in a sense, for it must be viewed with hindsight. It must be viewed in the perspective of its own age. The effectiveness of our present educational program can best be judged twenty-five years from now.

Public education is big business, as any taxpayer knows. This year we will spend over eleven billion dollars on public education in this country. Thirty million boys and girls are going to school and over a million teachers are employed to teach them. Some efforts to meet this problem of sheer numbers involve double shifts, frowned on in football but accepted in education. Other efforts make use of non-professional teacher aids to help good teachers rein herd over fifty or sixty active youngsters in classrooms designed for thirty or thirty-five. In some places we find 500 ten year olds on one end of an educational TV camera and on the other a Ph.D. who looks a little like Phil Silvers. This is hardly the time to be reminiscing about Mark Hopkins on one end of a log and a willing student on the other.

If education is without value unless it is the right kind of education, finding enough teachers and classrooms will not solve our problems automatically. We need to be concerned not only about how many teach-

ers but what kind of teachers; not only about how many classrooms but what goes on in them. Along with quantity must come quality.

In thinking about a few quality aspects of education, we might keep these questions in mind: How important is science education in our age? Of how much importance is the question of survival in determining our educational efforts? How do we determine what to teach when our civilization has given us so much to learn? How do we settle the question of standards in this age of compulsory education? Do our schools have the full responsibility for education?

The Scientist v. the Humanist

For some time now, enthusiasts for technology have demanded the production of more scientists in an effort to prevent our losing the cold war. They say we are unwilling to pay the price for educating the scientists and engineers our economy needs. They point to the fact that we cannot continue our technological progress when only one hundred or so new high-school physics teachers enter the profession each year.

But the boys in the humanities are fighting back. They say that there is an undue emphasis on matching the Soviet Union, man for man, in science. The sensitive humanist is afraid we might succeed in getting practically all of our abler students into scientific fields. Salaries offered by government and industry to scientists attract

EDITOR'S NOTE

Americans are strange people when it comes to schools. They believe solemnly in the virtue of an education and want their children to get all the schooling they can. Nevertheless, many of our people make excessive general demands on teachers and principals whom they often regard as hired help, or they express displeasure with the way education "is conducted." The truth of the matter is that too few of us Americans think deeply and open-mindedly about schools. Furthermore, we crow over our local control of public education without making real efforts to achieve broad financial support for public schools nationwide. In fact, in many places, teachers are expected to ring doorbells as salesmen for bond issues when they have a heavy teaching schedule already. We are a wealthy nation but pay the costs of our schools grudgingly. Largess for roads and penury for school children!

Please read carefully our lead article. It says things that need to be said, with a great deal of truth and considerable spirit. The author is curriculum coordinator, Richmond (Virginia) public schools.

most of our top students. Who, asks the humanist, will stay home and teach the next generation of scientists and businessmen? Who will deal with new forms in the liberal arts, new values, new works in the fine arts? The humanist is concerned with the supply of able people in the fine arts and social sciences.

I suspect both these fellows are partly right—the industrialist who advertises in the *New York Times* for engineers at any price as well as the humanist who tends to teach English or history for less salary than some beginning engineers get the first year on the job.

But there is more than sour grapes about earning capacity or even cultural considerations behind the humanist's cry for cau-

tion in going overboard on scientific education. Technology may be pricing itself right out of the market.

Technology may be pricing itself out of the market by giving us the tools with which to write off humanity itself. Science could be our undoing. Is science like the bee who by using his stinger not only cripples the other fellow but destroys himself? Consider this fruit of science: If every man, woman, and child in the world could each carry to one spot twenty pounds of TNT to be exploded at one awesome moment, the force generated would fail to equal the power of a single thermonuclear bomb. As a result of our scientific progress, the Atomic Energy Commission as early as 1953 warned that hydrogen explosions were putting strontium 90 in soil all over the world, and suggested that we take steps to decontaminate milk coming from areas where soil calcium is low. As Norman Cousins has pointed out, neutrons are no longer hypothetical—they exist, and they are on call to twist all of life out of shape.

We can alter or destroy life with the flick of a switch. We can blow away our cultural heritage from Aristotle to Dewey. It is a unique situation in our history when a single political decision to throw a switch can mean the destruction of life on earth. The atomic bomb is here to stay. But are we? Modern science has done fairly well technically, even with only 100 new underpaid and undertrained high-school physics teachers entering the profession each year.

The humanist, far from being ivory towered, may be the most practical bloke among us. He may have the last laugh, and let's hope he doesn't have it too late. I am not attempting to represent the scientist as a demon and the English professor as a god. No such dichotomy exists; even if it did, it would be only temporary, to judge by the flow of recent humanistic works by pure scientists. The scientist today is concerned with human behavior

because he likes to breathe and wishes to continue to do so. He recognizes even more clearly than does the nonscientist that it becomes useless to match force with force when either force is infinite for all practical purposes.

When we ponder this, we may feel that Will Rogers was right: that God made man a little lower than the angels, and that he has been getting a little lower ever since. The biggest problem in education today is to see that man comes out on top. I have an idea that the humanist in all of us would be comforted if he could feel that our children might come to adult status with a forceful and conduct-governing set of values built around some such framework as this: To know that man is fearful, and to learn to live confidently with fear as a sign of maturity; to know that man cannot change himself in the twinkling of an eye, even in this age when change seems absolutely imperative for survival; to know that man is not basically an evil, brutish, destroying thing, nor is he a neutral thing, a putty that can be readily molded into either good or evil at the pleasure of the molder; to know, instead, that man needs affection, and cannot live without both giving and receiving it.

And so our first problem in what to teach—the quality of our education—suggests that the answer is not to produce a generation of technologists but a generation of men. Let's teach mathematics and physics, but let's leave a little literature, art, history, and music so the timid souls can learn the things they need to know about the nature of man.

Now for the problem of selection of courses, experiences, and information to which the children should be exposed.

How Determine What to Teach?

School was pathetically simple to the disillusioned first grader who announced to his mother about midyear, "Tain't no use in my goin' to school no more 'cause

readin' is jist the same old twenty-six letters over and over and I know all them now." There was no problem of picking and choosing from accumulated knowledge for him. He knew that curriculum specialists were making a big show over a very simple matter.

But there is actually a glowing future for complexity in curriculum work. The applications of modern civilization have given us a world of magnified power and shrunken space. We have acquired new sources of vast energy, developed new processes of production, new means of transportation, and refined mechanics of communication. We learn more and more about man—his nature and his needs, as reflected by the fields of politics, economics, literature, psychology, sociology, and so forth. A hundred years ago we thought we knew all there was to know about economics—it was a closed issue. Now we have so much more information, so much more to learn about economics—and the more we learn the less we seem to know at times. No longer can a single wise and studious man master the known fields of learning, as was true in the middle ages. The chemists, the physicians, the psychologists of today spend their lives learning to be specialists in a narrow area of their own chosen field of work.

The result of all our activity is simply that there is more to learn today than ever before, and we must impose these new demands upon the learning capacities of our children. There is a tremendous enlargement of the environment to be reckoned with, and much more culture to be transmitted. No previous generation, for instance, ever had such pressing needs for knowledge of world geography or for an understanding of customs and institutions in other lands. A quick glance at geography in the elementary school will illustrate the problem. A geography used in our schools in the 1840's covered the whole globe in 180 pages, and there was not a

map, picture, or chart in the whole book. Children were to learn principal rivers and chief towns. Nowhere was there mention of living geography, of the implications of the physical structure of the earth upon the lives and actions of people. All that was required for a good grade were excellent eyesight, some reading ability, long hours of using a spongelike mind to absorb unrelated facts, and the ability to name the lands and waters that bounded a given state or country on four sides.

Now let's consider a fifth-grade geography in present use. Its format is obviously different. In addition to the facts that are necessary as background, the teacher using this book attempts to get across many concepts. The pupil becomes familiar with various ways of living and with the relationship of man's ways of living to his physical environment. He learns how man's ways of living are influenced by the technical skills that he has and uses. He learns that man's ways of living and working are subject to change. He makes comparisons and forms generalizations about places and regions. He discusses problems facing our world today which are related to the needs of people for such things as food and natural resources. This is only a partial list of the things the fifth-grade pupil learns these days.

Likewise, science books are also getting bigger. Then, too, we are adding more areas to the curriculum—art, music, health, and physical education being prominent among them.

One of our problems of quality, then, is that the cultural heritage which young people must assimilate today is broader and richer than ever before. The school's choice of content from the overwhelming display of accumulating knowledge demands careful selection.

In connection with the choice of content in education, mention should be made of the "free elective" system employed in recent years by high schools and colleges.

This system is a by-product of the accumulation of knowledge we have been discussing. In its extreme usage, the student selects a large portion of his courses on the basis of interest. Strangely enough, the student is often more interested in credits and credits than he is in challenge and comprehensiveness. Fortunately, there is evidence that the extreme use of the free-elective system is going out of style. Courses like "fly casting," "record collecting," and "how to be a popular date" are being removed from the curriculum.

Traditionally, the basic purpose of education has been to transmit the culture to the youth of a given society. Traditionally, too, the culture has changed slowly. Formerly, children followed in their parents' footsteps and what was sufficient for father was sufficient for son. That is no longer true, and there are persons who talk of predicating education upon the kinds of conditions that will be met in adult life by members of the rising generation. But we are not wise enough to predict what these conditions will be. In 1900 no one but the most imaginative writer of science fiction could have predicted jet planes traveling faster than sound, color television, or man-made Sputniks and Mutniks circling in space.

Our second graders of today will be only fifty years old in the year 2,000. We must somehow help them to find the answers to scientific and sociological problems which have not yet been dreamed of through means that have not yet been discovered. Helping them to face this situation is behind much of the school's present emphasis on co-operation, critical thinking, problem solving, and civic obligation. The prospect of the future places great demands upon our children. They must all be smarter than ever before—smarter than we are.

Tall Men and Short Men

In any discussion of quality of education, the question of standards has to be

faced. There has been a lot of talk about lack of standards in today's public schools, about watered-down content, and undue emphasis on process. Where there is so much talk, there is bound to be some justification for it, and the feeble defense of standards on the basis that we are now trying to educate all the children of all the people is not sufficient. But it is a problem, illustrated by Warren Findley in a modern parable—the story of the “School for Making Tall Men.” To be admitted to this school, a boy has to be at least 5’8” tall. To be promoted from the first year to the second, he has to have attained the height of 5’9”. To proceed from the second to the third year, he has to be at least 5’10” tall. To gain promotion from the third to the fourth year, he has to be 5’11” in height. And to be graduated at the end of four years, he has to be six feet tall. All graduates of this school are six-footers.

Is this a good school? You would probably say “no” if you are inclined to be short.

On a closer examination it is not even a good school for naturally tall people, for the final claim that all graduates are six-footers is a result of selective promotion without regard to growth. “The procedure described is disturbingly parallel to many high-school and college evaluation systems: four years for all, the passing of successive hurdles with no evidence of other than natural growth. A boy six feet tall to begin with would walk through the school for making tall men. How many students enter high school or college with greater competence than is required for graduation and make ill-defined progress during four years? Meanwhile less gifted students become discouraged and drop out, flunk out, or barely pass.”*

* Warren G. Findley, “The Ultimate Goals of Education,” *Research Memorandum*, Educational Testing Service, Princeton, New Jersey, September 14, 1954.

Those of us in high-school work sometimes feel that college professors who are forever singing the blues about lack of standards for high-school graduates are running schools for tall men. Likewise, those of us in elementary education who are criticized for lack of preparation of some of the pupils we send on to high schools get the feeling that high schools are tall-man institutions. How can you teach someone if you expect him to know all you are going to teach him before he starts?

There is a wide gap in ability in any classroom, whether it be elementary, secondary, or college. It is difficult and generally unrealistic to establish rigid standards that are beyond all possible attainment for a large percentage of the students with whom we are working. Are we running schools where growth can take place as a result of our teaching, or do we simply have schools for naturally tall men? No one benefits by being exposed to certain failure day after day in a classroom where the activities are all Greek to him and nobody seems to be doing anything about it except mark his papers F. Nobody benefits by being exposed daily to work that is so easy for him it requires no effort. Therefore, no single absolute standard of performance makes sense in any classroom. When we talk about improving standards, we are really talking about improving people, people with individual differences in ability, past educational experience, motivation, and so forth. We can't set a high academic standard in high school or college and expect to operate efficiently if we are dealing with people who do not have the ability to achieve that standard no matter how hard they work or if they do not even *desire* to reach that standard although they could. And so we are faced with the quality problem from yet another angle: Should students, regardless of ability to deal with abstract and symbolic material, be forced to fail in high school or college classrooms in which high academic

standards are necessary for success? What do we do with and for the intellectually below average and the talented?

The "three R's" have been rather conspicuously absent so far in this discussion. Reading, writing, and arithmetic are general intellectual competencies which are basic in today's society. It is difficult to find anyone in or out of education who does not acknowledge the necessity for these basic competencies. The question comes not in *whether* the "three R's" should be taught but in *how* they can best be taught. And the *how* is important. But I have chosen to deal with content rather than with the basic tools of communication. The tools must be used to read something, to write something, or to compute some problem. If our reading helps us only to choose the clothes with the best drape, to desire the new automobile with the largest fins, or to make a selection of bubble gum, comic book, or breakfast cereal, something is missing. From all the stimuli around us, something of value must be extracted.

Family Must Share Responsibility

We have been pointing out things about our present society which suggest tremendous demands on public education if we are to survive and prosper in the years ahead. It would be easy to assume that most of this burden rests on the schools—but such is not the case. There is a growing misconception of what public education can and should do. This is an age of increasing hubbub in the family. Although the family is still the basic unit in our society, it is confused. Working mothers, divorces, and broken homes (some of our schools draw about half of their children from broken homes), more outside club activity for social-climbing and bored housewives, more fear of their children on the part of parents, economic uncertainty, and uncertainty about world conditions in general, all add to this confusion. There is a tendency for the school to try to do too

much, even to replace parents. Now this assumption of additional burdens is not to the school's liking. It is a responsibility frequently thrust upon the school because the home and other social agencies are abdicating it.

The misconception growing out of this changing role of the family is that the school is the *one place* where our children are educated, and that whether children turn out well or poorly is primarily the responsibility of the school. The school is frequently being expected to develop the child's basic habits of curiosity, industry, and genuine love for learning. It is asking too much to expect these habits to be developed solely in the schoolroom, where the child spends about one-sixth of his time from the age of ten to sixteen years. It is difficult to give children that which we do not have.

Can we expect a child to become a reader if his parents never get beyond the commercials on TV?

Consider the child who fails in English because he did not learn the fifty lines of poetry assigned to his class. He confronts a mother who reprimands him, saying he could have learned the passage easily if he had tried. The mother points out the value of poetry in transmitting the best thought of the ages. But this is ineffective advice to the child who has yet to see his parents read poetry voluntarily.

There is, in fact, no poetry available in the house except a few dusty volumes left over from the parents' school days.

Apply the same test to piano lessons, themes about daffodils in spring, seventh-grade math which neither father nor mother nor perhaps teachers other than the math teacher can grasp, and you get the idea. It is a little like the father who punishes his son for breaking the rules at school and next day asks him to keep his eye on the road behind for possible patrol cars while the father presses for fifty miles

an hour in a thirty-five mile zone. What gives? There are, of course, children who rise above their circumstances, but they often do it the hard way.

My remarks have meandered around these six points: First, the need to prevent our being blinded to the fact that the basic study of man is man himself. Second, that we are faced with a situation unique in history—the threat of utter destruction resting in the hands of a few people who might surrender their human dignity. Third, that

there is more to learn than any of us can teach, and it somehow has to be learned if human evolution is to continue. Fourth, that standards of educational attainment mean that both short men and tall men must grow taller with education than they would without it. Fifth, that education is more than schooling. It is the effect of all we experience. And sixth, that we parents and teachers must show our children the way to go, and travel along that path with them part of the way.



The 3+3+3 Plan

By K. E. WALKER
Woodward, Oklahoma

The 3 + 3 + 3 plan would do away with many reteaching problems which we face unnecessarily each school year. Suppose we start school on January first; attend school for three months of concentrated learning and dismiss for the month of April; attend the next three months and dismiss for the month of August; September, October, and November would round out the nine-month term. December would be the third month of vacation and ideally so. Absenteeism is near a peak during this month, which lessens state aid. We lose two weeks anyway with Christmas vacation, and teachers could readily find employment during this busy month.

As to salary, pay all school personnel in twelve monthly payments. Require everyone to attend a local workshop or go to college during the month of April. Open the school facilities to the public during the two months of nonuse. Engage the industrial arts department to supervise a shop program for adults, and by the same token employ the others to teach refresher courses in history, math, foreign languages, typing,

and other subjects. Use a month for redecorating, fixing up, and so on. But you may say, "What about colleges? They have no school session in April." Let them gear to us—we supply their students. Yes, the three-one-thrice plan would really extract our money's worth from one of America's big businesses.

Our present educational system is steeped in tradition. Each step forward shatters lots of "old lace," but we're in a nylon age, so why not? This plan can and will bring harmony to education by creating better understanding and by giving us a better educational climate in which to work. The public, teachers, and administrators must realize that they are all in the same educational boat and heading for the same destination—a better opportunity for successful lives for the boys and girls of America. None will reach the goal without the other two—the public to supply the oars, the teachers to conduct the learning, and the administrators to navigate the course. If each understands the roles of the others, the boat will move forward.

LANGUAGE ARTS

EDITOR'S NOTE

"Teach more science and mathematics in the schools!" That's the current command for secondary education in magazine articles, newspaper editorials, and TV interviews. At the same time, parents and employers are asking questions about Johnny's reading and Mary's writing. Actually, there's a close relationship between pupils' ability in language skills and their success in mathematics and science. Reading, speaking, writing, and listening are basic to successful achievement in these subjects. So the language arts teacher is not a bystander in the campaign for more emphasis on science and mathematics.

The Clearing House receives more manuscripts on language arts than on any other subject area. This shows that language arts teachers are alert to their responsibilities. Of course, pupils must learn to spell, to read, to communicate. How to do this is the 64 M question. Language teachers keep trying, however, and despite occasional criticisms, they do a highly commendable job.

Here are six articles that show various professional concerns of language arts teachers. Underlying all of them is the guiding principle that language arts must be functionally related to the interests and capacities of pupils.

The Unreader

By MILDRED GIGNOUX DOWNES

CODIRECTOR, CAMBRIDGE EDUCATION SERVICES; DIRECTOR, SMITH COLLEGE READING CLINIC

IN UNMISTAKABLE WAYS the disabled reader illustrates for us his problem. He sees only part of some words. He sometimes stops dead in the middle of a word, or of a sentence, ignoring punctuation, so that all form falls apart and he is left with only the scattered rubble of an idea. He may even tear a word limb from limb by laboriously spelling it out. He looks at "thought," makes seven senseless sounds, *t,h,o,u,g,h,t*, as he orally spells it out. And he finds himself clutching seven irrelevant fragments instead of one idea.

His spelling, too, shows these symptoms of fragmentation. Syllables are omitted or inserted, affixes are added or subtracted in a fine frenzy of anxiety. As he writes he may whisper each letter as if, quite unrelated to the other letters, it led a life of its own. If he is scared enough, as he often is in a test, he may go quite berserk and spell completely phonetically: "yot" for "yacht,"

"pozishun" for "position," "duz for does," "kakofunny" for "cacophony."

Even his pencil leads this zany and disastrously independent existence. As his mind intends to write "big," even as his lips are whispering *b,i,g*, his hand, with the most maddening perversity writes "gib." He looks at this irrational product of disunity between mind and hand and he begins to feel like an accident going somewhere to happen.

When he must write a paragraph or answer an essay question, his thinking, also, tends to run off in all directions at once, like Stephen Leacock's elephant. About as calm as if he were standing on the track down which the Twentieth Century Limited is thundering, he just starts writing—anything.

All these symptoms seem to me to point to the core of our student's problem: a deep-seated, pervasive, terrifying kind of

disunity in his perception of the world. He sees it perhaps as a young child may: shape by shape, day by day, experience by experience without being able to sense continuity, cause and effect, without making classifications or generalizations. Life is like a string of beads without the string. Words appear in bits. Sentences chop themselves into unrelated clumps. His mind directs one thing and his hand or tongue does another. By now he hardly dares look any word or idea in the face, so hagridden is he with the dismembered ghosts of ideas. This curious dreamlike characteristic often attacks his auditory acuity. He is sure that "acumen" means "omen," that "bucolic" means "colic," that "cupidity" has to do with love, that "jaunty" means a gay picnic, that "hybrid" means "aristocratic," that "incongruous" means a time when Congress is not in session, that "frugal" means "fruitful."

Why is he seeing the world unsteadily and seeing it in pieces? Even if I knew the answer, it would be too complex to touch upon here. But the remedial teacher or therapist or whatever you wish to call him can safely start his treatment with certain assumptions. This student's ability to communicate—read, write, hear, speak, think—is apparently in a fragmented condition, like a completed jigsaw puzzle that has come by a hard knock, or like a telephone conversation that keeps being cut off. In addition, either as a result of this piece-meal world—or, who knows, as a cause—the student is discouraged, alarmed, and angry at himself.

A third difficulty seems to be always with him: he tends to be emotionally immature. Instead of progressing in a steady direction of learning, taking responsibility, gaining mastery over his environment and over himself, he is fighting the job of maturing. If by immaturity we mean self-absorption, unrelatedness to the group, lack of self-discipline, then are we not really redefining what our student does with words, or

rather what the words seem to be doing all by themselves?

To return to the therapist's treatment. When I began this kind of work, I followed the usual procedure, working on word recognition, on phonics, and so on. But as I have come to work with hundreds of students from eight to sixty, I have begun to see their problem as a philosophic one. All honor to the neurological interpretation of the specific disability. It may be correct. My hat off to the kinesthetic school. It helps lots of students. Certainly let us not fail to work on word recognition, on phonetics, on spelling rules and generalizations. But these are only parts of a much larger job. I believe that the most important job is to help the student to see ideas whole in themselves and always related to other whole ideas.

For example, the other day a boy of seventeen read Stevenson's "Requiem":

Under the wide and starry sky,
Dig the grave and let me lie.
Glad did I live, and gladly die,
And I laid me down with a will.

This be the verse you grave for me:
"Here he lies, where he longed to be;
Home is the sailor, home from the sea,
And the hunter home from the hill."

He read the poem in little unrelated bits and came up with this written report of the main idea. "Stevenson says that he enjoyed living and so he does not mind dying. Also a sailor and a hunter call home the grave for they have lived a good life and will be in their grave forever." He obviously did not see that the main idea in the first stanza was simply being illustrated in the second stanza. He understood the poem as three separate comments about Stevenson, a sailor, and a hunter. As soon as I got him to understand the main idea thoroughly, the hunter and the sailor fell into their proper places as comparisons, not people.

Then, in spelling, the student must learn to see and to write the word all in one piece. For wholeseeing, the tachistoscope

is sometimes a good device. So are flash cards and the many new mechanical optical aids burgeoning on the market. For whole writing, large cursive script helps. Get the student to keep his pencil on the paper from the beginning to the end of the word, and cross and dot afterward.

In the same way, he must be helped by every study-skill device and strategy in the teacher's repertoire to anticipate what the sentence will say. He must read every unit straight through until he acquires the skill to know what the author is going to say from intensive clue watching. He must reject the cockeyed word his eyes sometimes present to him and replace it with an appropriate one his mind provides. He must learn so to involve his attention in getting meaning that the ideas relate and fall into sensible place, no matter how irrationally his eyes may interpret certain words. Keeping himself constantly oriented toward the author's goal, he will know, if he sees "horse" instead of "house," that it does not make sense, and will actually provide in his mind the correct word "house."

Even to the average reader, the printed word seems to hold some magic authority that the spoken word lacks. A thousand times, I think, I have heard, "But I must

read slowly because I am afraid I might miss something." When this same student is asked if he listens to every separate word a broadcaster or a lecturer or a friend is uttering, he replies, "Of course not. I'd go fast asleep. I just listen for what he is saying!" The special teacher must yank the halo off the printed word and get across to our unreader that it possesses no more truth or finality or sense than the spoken word, thus freeing him to use his judgment, to see ideas whole, to disagree with them if he wishes to "just listen for what he is saying."

Finally this disabled reader needs to stay continuously oriented, in both reading and writing, to the pattern of the paragraph or the organization of the chapter. If he has started a paragraph on the Origin Of, let him not end up groping for Methods For. He must learn to recognize and to use the more familiar paragraph patterns so that he can pick out a main idea among subordinate details as effortlessly as he would identify a cow in a flock of ducks.

If the therapist is successful in helping his charge to speak in whole sentences, to write in whole words, to read for whole thoughts, to think in whole units, he may perhaps see the beginning of a miracle.

Poetry as an Arch

By EMILY BETTS GREGORY

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I am a part of all that I have met;
Yet all experience is an arch where thro'
Gleams that untravel'd world whose margin fades
Forever and forever when I move.

TODAY A HIGH-SCHOOL SENIOR noticed a copy of "Sonnets from the Portuguese" on my desk. "Do people really buy books like this . . . just poetry?" she asked incredulously.

The frequent jokes and the serious comments of those who regard poetry as an art whose ever limited popularity is decreasing is a matter of concern to those of us who love it.

If in addition we are teachers of English, there is an anxious, searching questioning in our mind concerning the causes of this growing indifference.

I believe that poetry has a power that will not be denied, that it is the most direct, the most vivid of all forms of verbal communication. And we do our profession—and our culture—little service when we say, "Heaven help me, if I ever try to read Wordsworth to the little so-and-so's again." I almost did just that. But then, by accident, I worked out an approach based on student interest that gave my class and me a wonderful experience with poetry.

I have five sections of twelfth-grade English. Even though the students are heterogeneously grouped, it just happens that in one section I have a concentration of football brawn, on-the-job trainees, and repeaters. There are five in the class who can read more than 200 words a minute, two who can read aloud intelligibly. So, it was with some misgivings that I contemplated a unit of poetry. However, the other sections were already well into the unit, and I knew from experience that I couldn't skip it entirely with this section.

How do I love thee? Let me count the ways.

The thirst that from the soul doth rise
Doth ask a drink divine.

Let me not to the marriage of true minds
Admit impediments. Love is not love
Which alters when it alteration finds.

"Come, teach," I said to myself. "Can you imagine that second-period section sitting through several periods of such stuff?" Sure, I love it, but they're football players, husky, crew cut, loud. They come into the classroom scuffling. Love poems? Sonnets?

But wait. Jack has a collection of airplane pictures. One day I walked back to his desk to say, "Get down to your work," and I found him gazing at a plane silhouetted against the blue-green of the arctic sea and sky. "That's beautiful, Jack," I said. He turned his notebook pages slowly to show me other pictures, all beautiful in line and color. As I walked on, he started working on his theme.

I remembered how often Bo interrupted a film to say of the background music, "Listen! I wish they'd play it a little louder." Don could quote lines from a TV play days afterward. Jerry had written a poem in which he used all the football players' names.

Across the aisle was Marvin. When we were reading the prologue to *The Canterbury Tales*, he was much taken with the Squire, the "lusty lover" who could write verse, sing, and dance. "Gosh, he'd have to be all right, wouldn't he?" I think the line of thought was that if he hadn't been a man undisputedly, he would not have dared possess so many talents.

Yes, I decided. I think we can read poetry.

We began by talking about words that you remember; sentences, phrases so vivid, so to the point, or so beautiful that you can't forget them. Various ones recalled quotations; many were lines of poetry. Some we couldn't place; some we could. I read a few familiar ones, introducing them to such books as Bartlett's *Familiar Quotations* and Ralph Woods's *Treasury of the Familiar*.

We talked about meanings. Sometime the same lines meant one thing to one person, something a little different or something more to another. Do such lines mean more to you as you grow older? Why? Thus poetry says a great deal in a few words—so much, in fact, that each time you read or recall the lines they are more meaningful. You've told me two important things about poetry: First, it is a compressed kind of writing that you enjoy reading again and again. In that respect it is like music, isn't it? You tend to enjoy music more after it becomes familiar to you. Second, and in this respect, too, poetry is like music, each person interprets poetry in his own way. What he is, how he feels, what he loves, the things that have happened to him in the past determine how he interprets what he reads.

Many were ready to go directly into serious poetry; others, no. So, a brief detour lured a few of the reluctant ones to come happily: nonsense verse and humorous poems. Everyone was asked to bring his favorite humorous poem to share with the class. I always enjoy the reaction of some who have never met Franklin P. Adams, Ogden Nash, and Gelett Burgess before. And almost every year I increase my own collection. This year one of the boys brought in this treasure whose authorship I haven't been able to establish:

The Pelican

A rare old bird is the pelican;
His beak holds more than his belican.
He can take in his beak
Enough food for a week.
I'm darned if I know how the helican.

Nonsense verse often presents a vivid, albeit ludicrous, picture. From nonsense verse it is easy to lead the class into another important characteristic of poetry: its meaning is often conveyed by a series of pictures. With a few deft strokes the poet suggests the picture; he leaves much to the reader's imagination. It is this suggestive nature of poetry that allows for individual, creative interpretation. Certainly depth and richness are added to the poem if the reader is creatively responsive.

We used Thomas Campion's "Cherry-Ripe" to emphasize this point.

Those cherries fairly do enclose
Of orient pearl a double row;
Which when her lovely laughter shows,
They look like rose-buds filled with snow.
Yet them nor peer nor prince can buy,
Till 'Cherry-ripe' themselves do cry.

After the second reading several were sure enough of the meaning to say, "Oh, the lady won't be kissed until she's ready." "Yah, pearls . . . teeth." "But, look. Then he changes to 'rosebuds in the snow.'" That, of course, is my cue. You're right, Jack. The poet changes pictures on you, doesn't he? Look at the lines. All at once, with no warning at all, he turns off the

cherry-orient-pearl-in-a-double-row picture and gives you a rosebud-in-the-snow picture. Now you've discovered another very important thing about poetry. The poet often conveys his idea by presenting a series of pictures. You have to read poetry thoughtfully, sometime slowly, to allow time for each picture to form in your mind vividly. You know what happens to a song when you change the speed. If you play a 45 record at 78, you get distorted sound, don't you? So it is with some poetry. If you read it too rapidly you'll jumble the pictures so hopelessly that you'll decide the poet doesn't know what he's writing about.

Next we began reading poems, not from one period, not from one author, not of one type. Of course I planned each day's reading in advance, choosing those poems that I thought they would enjoy, sometimes grouping them according to form or subject matter. But always I responded to suggestions and welcomed whatever they brought to class.

We paused for consideration of certain poetic forms: ode, ballad, sonnet. We studied some of the poet's tools: figurative language, meter, alliteration.

I think it is important to keep in mind that we read poetry for enjoyment. Analysis is justifiable only if it increases understanding and thus leads to greater enjoyment. Obviously "Sea Fever," "The Spires of Oxford," "She Walks in Beauty," "Silver," "The Unknown Citizen" can be enjoyed without thought of their structure. On the other hand, some explanation of structure and point of view makes a first reading of "My Last Duchess," "The Barrel-Organ," and "Escape" much more enjoyable. In other poems the form is so intrinsic to meaning that it is impossible to understand them without some knowledge of their form, their origin, and their development. Odes, ballads, and sonnets belong to this group. Of still other poems the pattern of the lines on the printed page as well as the sound of the lines is significant to mean-

ing. Perhaps the best known example of this technique is Shelley's "To a Skylark." However, it is the oriental poets whose works, even in translation, offer the most beautiful example of this device. Do you know "Twilight" by Ca'en Yun?

Youth today seem intent on reducing life to capsule dosages. Teachers may resent the resultant distortion when youth attempt so to package literature. Yet they have a certain backlog of experience with language that the youth of other generations have not had. It is our task to use their experiences to lead them to more discriminating listening and reading. Poetry—with its vividness, its compactness—seems to me one of the most felicitous approaches.

Then felt I like some watcher of the skies
When a new planet swims into his ken.

A thing of beauty is a joy forever;
Its loveliness increases; it will never
Pass into nothingness.

Such lines convey a meaning that the youth of today can translate directly to the enrichment of their own lives. Those poems which express ideals of liberty and love for freedom have perhaps a more poignant appeal to them than to any generation of this century.

For I dipped into the future, far as human eye could
see,
Saw the vision of the world, and all the wonder that
would be.

I like to think that poetry not only has the power to enlarge the "arch wherethro'" we view the world, but that it is both the measure and the means of our movement into that "untravel'd world."

Improving Reading in Butte County High Schools

By

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SEVERAL YEARS AGO, it was assumed that pupils who had completed the elementary-school program had acquired adequate reading skills and reading momentum to carry them successfully through their future educational endeavors. It was thought that students in high school would continue to improve their reading skills from the extensive reading required on this level. A few years later these assumptions were questioned. A number of studies and investigations revealed that many high-school and college students needed to improve their reading skills if they expected to do their work successfully.

Many efforts were made to meet this need. More attention was given to reading on the elementary level, but this action did not provide a complete solution of the problem. Remedial reading programs were initiated in some of the high schools, but this action did not meet the need. Soon developmental programs came upon the scene, but they were not adequate to meet all the need. Consequently, very few high-school systems have comprehensive and adequate reading-improvement programs today.

After several attempts to get a reading program started in high schools in Butte

County, California, a search was made for the reasons for apparent failure. It was found that no high school had a specialist in reading or a teacher specially concerned with reading improvement except in the area of remedial reading. Later one high school arranged for limited consultant services in reading and one school attempted a limited developmental reading program. Usually the matter of a reading program was left largely to the ingenuity and initiative of the regular classroom teachers, limited largely to English teachers. Although many high-school teachers had had courses in reading, very few had the know-how, concern, and initiative necessary to carry on reading improvement in connection with their regular classwork. In fact, some English teachers resented being asked to assume any responsibility for reading improvement. They said: "When my principal insisted that I do the reading exercises, I knew that would not leave me time to teach my grammar program." "We have so much stuff to cover, we just don't have time to do any readingwork." It had not even occurred to many of the teachers other than English teachers that they had a stake in reading improvement.

Since the high schools did not have the money to provide a reading specialist, it was apparent that the regular classroom teacher would have to assume responsibility for reading improvement. Hence if a reading program, other than one directed by a specialist, were to succeed, the materials used must be done up in a package, must be convenient to handle, must be suitable for the regular classroom teacher to use, must consume a minimum of time, and must lend themselves to being sandwiched in with other learning materials. Practically all teachers are reluctant to take time from other activities and to eliminate subject matter traditionally taught in regular courses in order to carry on a reading program.

In accordance with these observations, a search was made for materials suitable for the carrying on of a reading-improvement program. The materials produced and assembled by Science Research Associates for a developmental reading program, supplemented with appropriate practice exercises, seemed to satisfy many of the criteria mentioned above. Accordingly a reading program was launched in five high schools in Butte County to test this assumption.

The Science Research Associates reading book and progress folders formed the core of the program. *Reader's Digest*, *Scholastic* publications, simplified literature, and other materials located by teachers were used for practice exercises. The reading laboratory kit was not then available. Diagnostic reading tests distributed by Science Research Associates were used for evaluation purposes.

The writer, who was co-ordinator of curriculum in the Butte County Office of Education, administered the diagnostic and follow-up tests. He introduced the program in each class in each school by carrying the students through the first exercise. He advised with the teachers, encouraged them, and helped them locate practice reading materials. He tabulated and summarized the test results. The remaining part of the work was done by the regular classroom English teachers. Unfortunately, the students could not be paired for controlled group experiment. However, there was some basis for comparison, as twenty-five classes were tested and only twenty classes participated in the program. Since the program was carried through the second semester, several students shifted to other classes and were lost in the testing procedure. This reduced materially the number of cases that could be included.

An examination of the data in Tables I and II, page 209, leads to the conclusion that the usual statistical procedure for comparing control and experimental groups

could not be used in this case. It was thought that a comparison of the scores on the initial test results with the norms for the particular grade level and a comparison of the follow-up test results with the norms for the succeeding year of each grade level might be the means of providing some significant information.

The results of these comparisons are given in the following paragraphs.

Table I gives the averages of pretests and follow-up tests, gains in reading rate and comprehension, and average intelligence quotients by grade levels of students who participated in the program.

At the beginning of the project the freshmen were at the 25 percentile for ninth grade in rate and at the 17 percentile in comprehension. At the end of the project they were at the 57 percentile in rate and at the 24 percentile in comprehension for the tenth grade.

In the beginning the sophomores who participated in the project were at the 28 percentile for tenth grade in rate and at the 23 percentile in comprehension. At the end of the project they were at the 78 percentile in rate and at the 25 percentile in comprehension for eleventh grade.

In the beginning the juniors were at the

23 percentile in rate and 14 percentile for comprehension for eleventh grade. At the end of the project they were at the 50 percentile in rate and the 20 percentile in comprehension for twelfth grade.

Table II gives the averages of scores on pretests, follow-up tests, gains, and intelligence quotients of students who took the tests but did not participate in the reading program. The teachers of these classes carried on a rather formal program with considerable emphasis on the mechanics of English. The usual literature and book report assignments were made. No special attention was given to improving reading skills.

At the beginning of the project the freshmen were at the 40 percentile in rate and the 31 percentile in comprehension for ninth grade. At the end of the project they were at the 35 percentile in rate and the 23 percentile in comprehension for tenth grade. At the beginning of the project the sophomores were at the 24 percentile in rate and the 39 percentile in comprehension for tenth grade. At the end of the project they were at the 13 percentile in rate and 18 percentile in comprehension for the eleventh grade.

Although it is not specifically stated in the booklet on instructions, the indications

TABLE I
AVERAGES OF DIAGNOSTIC READING TEST SCORES AND INTELLIGENCE QUOTIENTS OF BUTTE COUNTY
HIGH-SCHOOL STUDENTS PARTICIPATING IN S.R.A. READING PROJECT

Grade	No. Students	Pretest		Follow-up Test		Gain		I.Q. Av.
		Rate	Comp.	Rate	Comp.	Rate	Comp.	
Freshmen	276	196.9	37.5	253.1	46.4	56.2	8.9	100.6
Sophomores	96	214.9	44.6	301.9	53.6	87.0	9.0	98.1
Juniors	74	218.4	46.9	257.8	54.3	39.4	7.4	99.3

TABLE II
AVERAGES OF DIAGNOSTIC READING TEST SCORES AND INTELLIGENCE QUOTIENTS OF BUTTE COUNTY
HIGH-SCHOOL STUDENTS WHO DID NOT PARTICIPATE IN S.R.A. READING PROJECT

Grade	No. Students	Pretest		Follow-up Test		Gain		I.Q. Av.
		Rate	Comp.	Rate	Comp.	Rate	Comp.	
Freshmen	72	220.6	45.4	224.9	46.2	4.3	0.8	101.4
Sophomores	34	205.9	54.6	197.5	50.6	-8.4	-4.0	101.2

are that norms for the diagnostic reading tests were developed in schools which did not have special reading improvement programs. If this is true, it must be assumed that, without giving direct attention to improvement of reading skills, students make some improvement in reading from growth and development which result from carrying on a high-school program. Therefore, any movement on the norms to higher levels could be attributed to factors other than the usual high-school program. Observe that all groups which participated in this project moved up the percentile norms for the succeeding grades by several points in both rate and comprehension. At least a major portion, if not all, of this gain could be attributed to the reading program. As further support for this contention it will be observed that both freshmen and sophomores who did not participate in the reading program dropped down the percentile scale for the succeeding year.

Some information gathered incidentally was most revealing and could be used to good advantage by teachers and administrators. For example, in the same class in which the teacher stated that she made the same assignments to all students and expected all to do the same amount of work, there was a reading range from 90 words a minute with 18 per cent comprehension to 460 words a minute with 92 per cent comprehension. Every teacher who participated in the project had a similar situation, but some of them were not quite so extreme.

What were the teachers' reactions to these situations? The following statements give the substance of an almost unanimous response: "What am I to do? I have to teach all of them the subject matter. If they do not learn it, I just can't give them a grade."

Some of the English teachers were unwilling to give any time to improvement of reading skills. They felt it more important for freshmen, who could read less than 200 words a minute and understand not more

than 40 per cent of what they read, to know how to distinguish the difference between a gerund and a gerundive than to improve their reading skills.

Summary Statements

Observations made during the year and the data collected would tend to support the following summary statements.

1. A high per cent of the students who participated in the reading program made considerable improvement in reading skills, both rate and comprehension.

2. The greatest improvement was made in classes where the teacher understood the importance of reading and was enthusiastic about the program.

3. The materials used were appropriate and convenient for the regular classroom teacher to use.

4. By devoting a minimum of time and effort to the work, the classroom teacher can do much to improve the reading skills of high-school students.

5. Although the norms assume the opposite to be true, the data on the small sample of students who did not participate indicate that, if no specific attention is given to reading on the high-school level, many of the students may make little or no progress or may even retrogress in reading skills. In fact, two slightly superior freshman classes made scores on the diagnostic reading tests comparable with those made by college preparatory seniors to whom the test was administered.

6. Near the end of the project some freshmen could read the 1,350-word stories in the exercises in one minute and thirty seconds and make a perfect score on the comprehension questions. No students were found on any other grade level who could do as well.

7. It is apparent that with the entrenched traditions and crowded programs in our high schools, it will take considerable effort and expert consultant services to per-

suade all high schools to initiate, develop, and continue adequate and efficient reading programs.

Recommendations

Although the S.R.A. reading books may be used in a class with a wide range of reading ability, they are not too suitable for and are not adequate to meet the needs of extremely slow or poor readers. They are more suitable for motivating readers to continue improving their reading skills. This program or a similar program should

be used at least through the sophomore year for all high-school students. If good readers can be motivated to increase both rate and comprehension, why should they be denied this service?

One weakness of the program has been a lack of adequate helps and appropriate practice exercises. This need has now been met with the new S.R.A. reading laboratory kit. This kit should be used to supplement the other program or should be used exclusively with extremely slow readers and remedial cases.

Plenty of Problems in School Publications

By

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"OF COURSE we weren't allowed to sell it in the school building, but that didn't stop us!" The eyes of the sprightly octogenarian twinkled as he looked back upon his experiences as a pioneer high-school journalist at the old Utica Academy. "We managed to get the first issue printed—got a local job printer to trust us, as I recall. Then we smuggled our papers into the boys' cloakroom. When dismissal bell rang, we made sure we were the first boys out the doors and down those long wooden steps of the academy, hawking our papers for a nickel apiece. They went like hot cakes! Reckon this copy is about the only one we had left." He paused to glance down at the first *Academic Observer* with the date of February 16, 1886, printed on its dull green cover.

"We learned a lot that term—for instance, how to please the students without

upsetting the faculty; how to keep the nickels coming in as fast as the nickels—and the dollars—went out. It was nip and tuck, but we learned the tricks . . . and we survived. That's the test, the acid test!"

"How did we come to start the *Ac*? Well, we had a lot of pride in our school, considerable confidence in ourselves, and an itch to do something on our own. I guess you'd say we just had a feeling it would be a good thing for us and for our school. And it was . . . a mighty good thing!"

I glanced at the alert face of the "boy of 1886." For all his kindness and good will, he suddenly seemed to epitomize all I had struggled against for four years—tradition, sentiment, and subjective judgment. Four years before, I had approached my work as a new adviser with a determination to organize, systematize, evaluate. That was September. Then came the bombardment:

deadlines that would not wait; a flash gun that would not synchronize; the last line of a poem that would not rhyme; a budget that would not balance. Somehow in the chaos of early fall days, in the struggle for—yes—survival, my plans for systematizing school publications were postponed till the next term . . . till the next year . . . and the next . . . and the next! Now as a veteran of three years, I was willing to admit that it had often been fun, that it had always been exciting and stimulating. But I was still irked that this stubborn "Topsy" of school publications, who had "just grown"—and continued to do so—should refuse to be regulated by or pinned down to any educational pattern or goal, procedure or evaluation. Furthermore, as I had listened to my elderly visitor's words, I sensed that, in spite of our modern format and more elaborate setup, we were beset by the same struggle to satisfy the student body, avoid faculty criticism, pay our bills . . . the same problems. Suddenly I caught that word echoed in the conversation going on, while I brooded, between the editors of '86 and '56.

"Problems? I'll say we had 'em! Our biggest problem, aside from money troubles, was management—using good judgment in making a lot of decisions. Back in those days we didn't have any blueprint to go on. It was exciting that way—every editor with a different idea . . . batting ideas around till one idea, or one boy, came out atop the heap! It was sort of rugged, but we liked it. We got the notion that we were facing REALITY when we worked on the *Ac!*"

For a moment his eyes appraised the staff room. "It's a nice setup you've got here—tables, file cases, even typewriters. We didn't have anything like this. Hope it's not too easy . . . hope you still have problems. Problems . . . they're the best thing in the world for young folks to cut their wisdom teeth on. Keep it rugged! Nip and tuck . . . that's the way it ought to be. For boys and girls, there's nothing like living at

wit's end to make their wits grow. Back 'em up to the wall with a problem and they'll find a solution. It's almost miraculous sometimes how they will come through. Maybe you've noticed?" His shrewd glance questioned me. Just then the bell rang and, from force of old habit, he rose with it, gathering up the copies of recent issues which we had given him. At the door, he turned with a wistful smile, "Good luck and plenty of problems!"

It was highly unorthodox: his implication that the "yeasty" turmoil, which for three years I had battled to systematize, was a desirable state; that a blueprint of scholastic objectives was unnecessary; that objective tests cannot span all the ways in which boys and girls grow and mature. Chagrined to be found, after three years, still groping for direction, hedged in by unsolved problems, I was admonished by this editor from the horse-and-buggy days to keep on living at wit's end . . . "with plenty of problems!" Unorthodox, unscientific, regressive, heretical, by whatever adjective I termed our conversation, it was sand in the shoes of my mind. Maybe I too had noticed some miracles; perhaps I too "had had a feeling," a purely subjective, unscientific feeling, that the staff work I had shared had been good for the school and good for the boys and girls who were involved in it.

But indoctrination in the need for clear-cut educational objectives, definitely organized procedure, the computed percentages of measured progress would not down easily. It took those modern pedagogical twins, a questionnaire and a bibliography, to convince me that the eighty-year-old editor was right—that meeting the problems in finance, human relationships, and management is a worthy curriculum for school publications; that survival is a test as objective as reality itself; that growth and maturation in boys and girls are miracles, subjectively experienced and, for the most part, subjectively evaluated.

The questionnaire which I sent to former editors and staff members with a request for anonymous and objective evaluation of staff experience brought back unanimous endorsements. Granted that nostalgia for happy high-school experiences dulls the critical sense and makes objectivity difficult, I sensed in the varied and specific citations of values received that these twentieth century staff members genuinely upheld the attitude of the 1886 editor regarding the benefits of experience on a school paper.

As an English teacher, I was interested in one answer to the question: Did you gain in your ability to write? "My experience on the *Ac* was my first immersion into the creative process; it was my first entanglement with literature not my own in a critical capacity, and it produced an attitude toward creation that . . . may easily shape my life. Whatever proficiency I may now have in the area of creativity, I suspect was germinated during my high school *Ac* experience."

In replying to four other questions, former staff members were unanimous in declaring that the time and energy spent in staff work could not have been used better in classes; that in college or in life, their training had already been useful in some specific situation; that as future taxpayers they would not regard publications as an educational "frill"; that they would advise young friends not to miss the chance to work on the school magazine. Except for a contrast in phraseology, the graduates of '53-'55 lined up shoulder to shoulder with their predecessor of nearly seventy years before, the first editor.

The most significant of the ten queries on the questionnaire concerned what effect staff experience had had upon their individual development. A number recognized that personal foibles had been ironed out. Benefits cited included "tolerance for others' ideas," "the ability to take criticism," and "patience and a sense of humor when

things go wrong." Very truly one editor confessed: "I lost a little of my natural shyness and learned a good deal about getting along with my fellow men . . . and women!"

It was good to note lessons in leadership that were listed: "getting along with people without antagonizing them," and "gaining confidence to become a leader in life." Those who had wrestled with the budgets and bills sensed that "the *Ac* is a business, from which we on the staff learned the value of money and something about its wise use."

In connection with the complexities of life as youth faces it, one response was especially significant: "From working on the *Ac* I got an idea of how to organize a lot of seemingly disjointed ideas into the foundation for another issue. I learned to see a relation between this and that, to know how we could best use available material to create what we needed. I feel that I was exposed to this idea of organization and that in some way it impressed itself upon my way of looking at any situation."

Nostalgic perhaps but deep and real as youth itself was this answer: "Working on the *Ac* was the phase of my high-school life that I will remember longest. The friends I gained and the friendships I strengthened will remain throughout my life. Staff work gave us a common interest upon which to base our friendship and because of our friendship the work was fun!"

Next I turned to a bibliography of books and articles that sampled, at least, the thinking of the past twenty-five years on the subject of high-school publications. As I read, I found, for one thing, that most advisers were part-time teachers, often troubled as I had been by the lack of curriculum, standard procedure, and objective criteria; that they questioned, as I had, whether values were commensurate with expanding costs. Their conclusions paralleled those the *Ac* editors had given me:

namely, that school publications enable students to gain practice in initiative and responsibility; enrich the formal curriculum through actual situations; provide for a constructive use of leisure; widen the horizon through insight into skills; develop the student's social skill in getting along with people.

On the difficulty of establishing scientific criteria for measuring benefits of extracurricular activities, I found all authorities in complete agreement. Dr. Ruth Strang admitted that "personal development through specific activities is hard to measure." Dr. Counts cautioned against "trying to measure precisely the obvious and attempting to measure the immeasurable." The voices of scientific objectivity seemed temporarily stilled, and I remembered an evening at Middlebury when the poet, Robert Frost, had triumphantly declared, "One thing these scientists can't measure is how much adversity is good for a man's soul."

And so those techniques of modern research, the questionnaire and the bibliography, had set up for me neither goals nor

procedures nor measurements. Rather they had turned my thoughts to the wisdom of the poet and of the old man whose words had first needled my thinking. Adversity, I concluded, adversity in the form of real problems with money, people, management, may well be the curriculum needed today as never before in the long tradition of school publications; and survival may be a valid test of the ability of a staff to adapt to adolescent needs, to reconcile faculty standards and student interest, and to generate community support.

Unorthodox, perhaps, but sound and wise they seemed to me now—the words of the eighty-year-old former *Ac* editor—words I would share with other advisers, seeking, as I once sought, the illusion of a smooth, well-mapped road for school publications. "Problems . . . they're the best thing in the world for young folks to cut their wisdom teeth on. Keep it rugged! Nip and tuck . . . that's the way it ought to be. For boys and girls, there's nothing like living at wit's end to make their wits grow! . . . Good luck and plenty of problems!"

Ish, Icky, and Cool Cat: *Making the Most of Slang*

By ROBERT L. COARD

ASSISTANT PROFESSOR OF ENGLISH, UNIVERSITY OF ALABAMA

ENGLISH TEACHERS TODAY, although perhaps a little begrudgingly, are willing to admit that there can be no absolute prohibition of slang. Still when they hear students refer to eating as "garbaging up" and to one of their fellow students as an "ish," the instructors' hackles are likely to rise. Eloquent passages celebrating the beauties of standard English form in their minds, and fierce admonitions concerning the meagerness and poverty of a slang vocabu-

lary crowd to their lips. Instead of becoming indignant though, the proper reaction for the English instructor is probably to vent his emotions in a laugh and to employ the student's deep interest in that cocky, flip-pant, ephemeral language we call slang to teach some valuable lessons in the use of words.

Slang offers a good many pedagogical advantages that the more restricted formal language and the upper levels of the in-

formal do not possess. For one thing the chances are that it's probably the only level of usage to which the student of his own volition pays much conscious attention. Hence, if he's asked to write a paper recording and commenting on some of the slang he hears, he'll have no trouble finding examples and no doubt will experience a certain glee in setting them down on paper.

Classroom work with slang will also exhibit beautifully the phenomenon of language in decay. Little of the vocabulary of formal and ordinary informal English will become obsolete in our lifetime, but every year scores of slang words are stricken and wither away. The "skiddoo" and "skeddaddle," the "fantods" and "forty rod" of our ancestors have gone the way of the antimacassar. The "sheik" and his "sheba" of yesteryear have become the "wolf" and "wolfess" of today. Even the once omnipresent "snafu" and "hubba hubba" of just a decade ago now sound strangely obsolescent. The "cool cat" of the 1950's is doomed to join the "zoot-suiter" of the 1940's in the great linguistic cemetery.

If a classroom examination of slang shows some words in decay, it will show equally well the manner in which other words spring up to take their place. "Rock 'n' roll" leaped into our vocabulary but yesterday as did "teddy boys," the lads who make up the British rock 'n' roll crowd. Likewise we haven't been saying the phrases "live it up," "good deal," and "somebody goofed" all our lives, though at times it seems we have. In the second edition of their standard work *The American Thesaurus of Slang*, Lester V. Berrey and Melvin Van den Bark enumerate some of the changes in slang since the publication of the first edition of their book in 1942: "The advent of bebop in 1947 brought in a new language. The specialized vocabulary of hot-rod fans demanded its own department. Radar required another. Television, nurtured in the radio section, grew up and

moved to one of its own. Jet pilots have added their lingo. . . ."

Just as slang demonstrates better than the more respectable English how words die and are born, so also it supplies more ready examples of words rising from one level of usage to another. "Brain storm," for example, that is listed as slang in the *Encyclopaedia Britannica* article on slang, has evidently worked its way up in the society of words.

All too often students think of metaphor as being employed only in poetry. Surely it is just as natural, and perhaps psychologically more profitable, to discuss metaphor in connection with a slang assignment since this approach will emphasize the prominence of this figure of speech in everyday language. To the student who associates metaphor with the rhymes of sonnets and rondeaus, villanelles and triolets, it will come as something of a shock to find fanciful comparisons in even greater proportion in this breezy tongue. Teachers who have been overusing old reliables like "the ship plows the sea" as examples of metaphor might explain that "pinhead," "bonehead," "bad egg," "lemon," "live wire," "clam up," "screwball," and "lounge lizard" also contain implied comparisons between objects of different classes.

If students can be encouraged to make much of an investigation of the slang of their school and community, a number of them will quickly ferret out the numerous weaknesses of this level of usage. Slang, like chili and pancakes, isn't good as a steady diet. Students will sense its frequent repetitiousness, as of an air hammer pounding ceaselessly on concrete. Some will tell about youths whose every other word is "wouldn't that frost you?" or "cotton picking." Of others, whose sole retort is an inane "drop dead."

The foolishness of substituting a few vague expressions for the vast resources of the English language will soon become apparent. Some discrimination is possible

in the description of a feeling as "icy," "depressed," "uncomfortable," "uneasy," or "nauseated," but little indeed is conveyed if one has recourse to a term like "icky." Similarly "case," "button," "handle," or "lens" may mean something, but one might just as well clear his throat as to try to help by referring to a "thing-hicky," "gizmo," or "widgit." A clerk will be of assistance if she states that one pulls out the top lever at the back of a clock to turn on the alarm and uses the bottom key to wind the alarm. If, on the other hand, she lets her fingers pass hesitantly over the surface of the clock, exclaiming, "It's one of those deals," she might as well be silent.

Finally, the study of slang will increase one's appreciation of what is intended by the division of language into such levels of usage as formal, informal, and vulgate. Preaching that one must shape his language to the purpose, situation, and audience won't do the job by itself. The fact that each piece of writing or speaking presents a good many occasions for an exercise of judgment will not be really apprehended by the student unless he attempts a little firsthand observation of language.

Exercises substituting synonyms of increasing formality for the slangy vulgarisms garnered by the student should prove rewarding. One watches with awe some of these transformations. Humbly starting out as a slangy "gabfest" or "bull session," the

"round table discussion" ascends to the glory of the formal "panel" or "symposium." "Big shots" and "wheels" suffer a linguistic change into "VIPS" and "VIPI's" (Very Important Persons Indeed) and thence are transformed into "celebrities" and "dignitaries." The slangy "dive" or "joint" or the old-fashioned "saloon" rises to the standard "tavern" and then is elevated to the plush splendors of the "night club" and "cocktail lounge."

Best of all, assignments requiring a collection and commentary on slang terms in the school and community force the student to use his own eyes and ears to observe language in action. Strangely enough, authorities report that English teachers as a class are too much inclined to let their students follow a few bookish generalizations when an incredibly rich world of language goes atumbling and rumbling and dinning about their ears. The training of the student's powers of linguistic observation should be one of the primary tasks of the English teacher. In his *American English Grammar*, Charles Carpenter Fries expresses this thought succinctly: "To be really effective a language program must prepare the pupil for independent growth, and the only possible means of accomplishing that end is to lead him to become an intelligent observer of language usage."

Having a unit on slang is a good way to begin this essential training.

TV, Handmaid of Literature

By SALIBELLE ROYSTER

HEAD OF THE ENGLISH DEPARTMENT, REITZ HIGH SCHOOL, EVANSVILLE, INDIANA

UNTIL THE TIME of the presentation of Sir Laurence Olivier in Shakespeare's *Richard III* in March, 1956, my use of television as an aid in the teaching of literature had been incidental, although I had long employed radio, records, tape recordings,

and the opaque projector. Then the English teachers in our department joined efforts in urging pupils to see this three-hour-long program, paving the way by reviewing the play and the Lancastrian-Yorkist period of English history, by pointing out pas-

sages to look for, and by offering bonus grades for reports, oral and written, on the performance itself.

Pupil response was so gratifying that during the 1956-57 school year we expanded our efforts. This was a lean year for Shakespeare, however, only one full-length play being offered—the Old Vic version of *Romeo and Juliet* in March. When I called the local TV station to verify the time, I was asked for an estimate of the number of viewers expected.

"Between six and eight hundred," I ventured conservatively.

I thought at first the man in the studio had choked. Then I recognized the stiff silence of incredulity.

Boys and girls who saw *Romeo and Juliet* enjoyed it, though it was cut too much for my liking and the commercials were too blatant. Our school library has a classroom set of *Romeo and Juliet*, and we teachers saw that most of our pupils read it beforehand. The record album, starring Eva Le Gallienne, was also available, and by the time we had finished the play in its several versions, some of our juniors and seniors were quoting *Romeo and Juliet* passionately to each other!

Freshmen had objected at first to viewing *Romeo and Juliet* because it came on Monday night and conflicted with "I Love Lucy" and "December Bride." A few told me confidentially that they might not be permitted to turn to the proper station, much as they wanted to, since other members of the family would not want to miss their favorite programs. Yet most of the freshmen did see it somehow and liked it. Then Playhouse 90 offered some dramas that seemed designed for the freshman course. Articles about Helen Keller and a short play about Elizabeth Blackwell (early woman doctor) had prepared the boys and girls for TV plays based on the careers of these outstanding women. The two versions of *Cinderella* were also popular, and so was *Jack and the Beanstalk*. Freshmen had

progressed far beyond the stage of the seventh-grade girl who ran tattling about the activities of her ten-year-old brother.

"Mother!" she screamed. "Jimmy's got an old murder story on TV!"

The program was *Romeo and Juliet*.

Upperclassmen liked Robert Montgomery's presentation of Barrie's *The Old Lady Shows Her Medals*, starring Gracie Fields. *The Great Sebastians*, Broadway hit with Alfred Lunt and Lynn Fontanne, and the modernized version of *There Shall Be No Night* with Katharine Cornell, came in for much praise. Delightful was *The Yeomen of the Guard*, Gilbert and Sullivan operetta which, together with some selections from the literature text, evoked enough interest for a junior boy whose hobby is music to ask permission to bring a record album of *The Mikado* from home.

Upon inquiry I found that Bill's album was the best of recorded Gilbert and Sullivan—London's D'Oyly Carte Opera Company, with up-to-date, long-playing discs. It was his idea to use two audio-visual aids at once: the record player and the opaque projector. The latter made the libretto, of which there was only one copy, available to the whole class by flashing the words on the screen while the group listened to the singing. All this came as an outgrowth of TV watching.

In the future, I hope that the producers will consider the schools more by choosing better plays and that we teachers can bring them thousands of viewers. More and more often I should like to be able to say to an English class: "Your assignment for tomorrow is to watch _____ on channel — at — o'clock this evening. Since you have read this play, be prepared to evaluate the production, making comparison and contrasts between the play itself and the acted version, with discussion and criticism in class. I shall let you know tomorrow whether these comments will be oral or written. Enjoy yourselves!"

Sugar-coated learning? Yes, but effective.

It Pays to Advertise the Student Council

By
GERALD M. VAN POOL

A COMMON QUESTION asked by student councils is: How can we get the support and co-operation of a somewhat indifferent student body, faculty, or townspeople? In answer, two questions need to be asked: (1) What is your student council doing? (2) Does anyone know that you are doing it? The successful student council is generally the busy student council, but it has to be busy at something important and people need to know this. A student council may be extremely busy in all sorts of activities but little is accomplished if no one else knows it. If advertising is good for business and industry, why isn't it also good for student councils? A company cannot hope to sell cars, cosmetics, or codfish unless the

buying public knows that such products are available and can be purchased. Likewise, a student council which has literally hundreds of services to offer can hardly expect to get the support and co-operation of others in the school and community unless everyone knows that there is an active student council and that it is doing something some good.

There are numerous reasons why a student council should adopt a public relations program to advertise its services. A council is much more likely to get help and co-operation if people know what its objectives are, why it has been organized, what some of its past accomplishments are, and what its plans for the future include. Someone has said, "A man isn't what he says he is unless he's working at it." Likewise, a council isn't a council unless it is busy doing those things which a council ought to do. Nothing succeeds like success, it is true, and if a council has had a happy and profitable existence there should be little difficulty securing help and co-operation if people know what the council is doing.

A student council which publicizes its activities may also find that if people are really informed, they may have ideas and suggestions of their own to offer—ideas which may well result in an improved program and more significant activities. Some councils seem to feel that their program is somewhat secret, to be conducted only by student council members, whose discussions are open only to members. They may often wonder why their council is not particularly well thought of in their school

EDITOR'S NOTE

We know that almost all secondary schools have a student council. It is without doubt the most predominant type of pupil organization in America's high schools. Therefore, it has quantity. But how about quality? What does it do? Is it an active agent for raising the standards of pupil responsibility or is it a more or less inactive and honorary discussion group? If active, how well does it keep students and community informed about what it is doing? The author addresses his remarks to these important questions. He is assistant secretary for student activities of the National Association of Secondary-School Principals and mentor of the National Association of Student Councils' 8,000 member schools. He is nationally known as "Mr. Student Council."

and why the faculty and student body do not rally to their support when they need it. The answer appears to be obvious—if the program is conducted by and restricted to council members and if, as a result, no one else knows very much about what's happening, the council has no reason to complain or wring its hands at lack of support.

An excellent reason for a good publicity program is to help others. The student council does not compete—it co-operates. Therefore, it is quite possible that if a council gives adequate publicity to its program, other councils may read or hear about the activities and borrow some ideas for their own program. Student councils are "notorious" for borrowing ideas from other councils, but this is good. Any council ought to be happy to know that others have found soundness and worth in its program of activities and that others have thought enough of what is being done to emulate it.

Advertising (or publicity, if you prefer) tells people what kind of a program a council has in mind. It is difficult to understand how a council can get the help and support it needs if no one else has any idea of the aims and objectives of the council. A council should tell people what it has to offer and ask, freely and frankly, for help, assistance, and co-operation. In other words, *advertise*. A flour company used to have the slogan: "Eventually, Why not Now?" Student councils could well use that slogan; they will eventually tell people what their programs are—why not now?

Assuming that councils want to find means to tell people what they are doing and what their plans are, the logical question is: How do they do it? A council can use many devices and techniques to keep the school and public informed. Here are a few:

1. *The student council bulletin.* At regular intervals many schools issue an attractive bulletin in which are stated all the recent activities of the council, announce-

ments of coming events, pleas for assistance, minutes of the last meeting, and other similar items of interest. This is distributed to all home rooms, to all clubs and organizations, and even to members of the school board. Copies can be posted on all bulletin boards and read aloud in each home room. It is understood, of course, that each bulletin will be clear, concise, and interesting.

2. *Oral reports.* Shortly after each student council meeting, each representative can make an oral report to his home room or to the group from which he was elected. He might read from the bulletin mentioned in #1, or he can make his own report adapted from notes he took at the meeting. He should be prepared to answer any questions the home room may ask him about what has been done or what is planned for the future.

3. *A column in the school paper.* A student council often has regular space in the school paper devoted to its program. Here should be announced what is coming and explanation of details. The president might also have a regular message to impart to the school and community. There are few better places to do this than in the school paper.

4. *A column or section in the local newspaper.* Most newspapers are eager to print interesting news about what the students in the local schools are doing. Some papers give one column to school news, about once a week; others give as much as a half page to school news. The student council is overlooking a real opportunity for public service if it neglects to include student council news in the local paper.

5. *School assemblies.* A representative of the student council often speaks regularly in the school assembly. This is especially important when the council has embarked upon some important, significant program; it is almost a necessity during the football and basketball seasons when feelings run high. Some schools permit the student council to arrange all assemblies; in others, the

student council is asked to put on a special assembly at special times—for example, when new students are attending for the first time. Some student councils arrange for a demonstration student council meeting. Many hold their annual installation services in a special school assembly.

6. *Local radio and TV stations.* Most stations are ready and eager to present some kind of school program at various times during the year. The programs have to be interesting, of course, or people will not look at or listen to them. A truly active student council with a significant program should have no difficulty in arranging one or two such programs each year—programs that are interesting enough and significant enough to capture the eyes and ears of the public. The student council in Portales, New Mexico, has a regular weekly student council program originating in its own council room in the high school.

7. *Public address system.* The public address system is a wonderful invention and should be used—but not abused. Announcements of importance and interest to the student body should be made over the system whenever necessary, but there are many warnings which should be heeded concerning the proper use of the PA. The speaker should be someone with an interesting voice; he should speak clearly and distinctly; and he must be brief. A droning, monotonous voice defeats the purpose of the PA system and these announcements are worse than none at all.

8. *The student handbook.* Every school should distribute some type of student handbook listing school rules and regulations, and a complete directory of school clubs and organizations. This handbook should be presented to every new student and should be consulted regularly throughout the year. The student council, as the most important student organization in the school, should be included in the handbook with a complete account of what it is and what it is trying to do.

9. *Posters.* Notices on bulletin boards are useful and serve a worthy purpose. Unfortunately, however, students do not always stop to read through the announcements found there. They can hardly miss a poster! Posters should not be kept up after the affairs which they advertise is over. General posters should be changed frequently or they lose their appeal and students learn to overlook them. Keep posters clean, fresh, and appealing!

10. *Exhibits and displays.* Whenever possible, arrange to have interesting exhibits and displays set up wherever students will pass by and see them. Many schools have corridor showcases which are admirably suited to such displays. Others may be set up in the library, on hall tables, in the cafeteria, or in the auditorium. Like posters, displays must be kept up to date, and new ones should replace the old displays when the project has been completed.

11. *Demonstrations.* In spite of all the publicity which a student council provides and all the advertising so carefully arranged, there will always be some students who are relatively unaffected. They still have little or no conception of what the council is and what it does. Set up some type of demonstration in the assembly—a place where every student will see it. This might be a model student council meeting, a special class in the correct use of parliamentary procedure, an example of how a home-room discussion on student council proposals ought to be conducted, or a re-creation of a meeting between the student council and the city council. Some of these demonstrations must be earnestly serious; others could well be light-hearted and humorous.

12. *A speakers' bureau.* There are many groups in a city that might be interested in hearing a representative from a school speak on student council projects and problems. It stands to reason, of course, that any speaker sent to a service club, P.T.A., or any other civic group, should be a good speaker, well informed, and able to meet

people. It may be necessary to set up a special speech class to train speakers to make these public appearances. The dividends would be great in proportion to the work and time involved.

13. *Publication of pamphlets.* The student council might find it helpful to issue a little newspaper or pamphlet at irregular intervals which the students can take home for parents to read. This need not be an elaborate or expensive item; it could very well be mimeographed or run off on a Ditto machine. Such a publication would be especially valuable when the council is planning a project for which it needs advice and assistance.

14. *News notes to the state student council association newsletter.* There are now fifty-four state associations of student councils and a number of regional associations. Most of them publish a newsletter, bulletin, or journal. In most cases, the state secretary has a difficult time trying to find news of outstanding student council accomplishments. If a council has done something of which it is proud, an account of it should be sent to the state secretary for publication and distribution throughout the state. The names and addresses of all state secretaries are printed in each *Yearbook* of the National Association of Student Councils, 1201 Sixteenth Street, N.W., Washington 6, D.C.

15. *News items to national news magazines.* Many student councils do not seem to realize that national magazines often are

interested in finding really good articles about good projects. Again, if a student council has made a real contribution through a successful project, other councils throughout the nation like to hear about it; there is no better way than to write it up and send the article to a magazine. Three which are highly recommended are: *The Clearing House*, 1000 River Road, Teaneck, New Jersey; *School Activities*, 1041 New Hampshire Street, Lawrence, Kansas; and *Student Life*, 1201 Sixteenth Street, N.W., Washington 6, D.C.

It Pays to Advertise!

There is a great current need for news of outstandingly successful student council projects; in fact, there is a great need for almost any kind of student council news. Other councils, the schools themselves, and the communities want and need to know what the councils are doing. Advertising lets people know what's going on, what a council is planning, and what kind of help or advice is needed! Advertising helps to bring support from the apathetic and co-operation from the unco-operative. It helps to discover hidden talents and makes everyone aware of the number and variety of activities with which the council concerns itself. If a student council complains that it does not receive the help to which it believes it is entitled, the members should look to their publicity program. Perhaps people don't know the council exists!



The Superintendent's Outlook

The superintendent who wants to see instruction improve must first of all straighten out the concept he has of his job. There is no reason why he should feel guilty or frustrated if his job demands more time spent on public relations, buildings, and finance than in visiting classrooms. Particularly is this so if he is superintendent in a fairly large school system. What is worth worrying about, however, is whether or not when he does these things—these

thousands of duties which take him from before dawn to after dusk—he appraises his actions in each case, and the decisions that are made, in terms of what all this does for better instruction of boys and girls.

Without this quality of outlook, there can be no leadership by the administrator toward instructional improvement.—TRUMAN PIERCE in the *Kentucky School Journal*.



Tricks of the Trade



Edited by TED GORDON

STUDY DAY: Manatee County Senior High School, Bradenton, Florida, has evolved, since 1952, a plan whereby one full day each week is study day when, according to a carefully worked out schedule, teachers and pupils, prepared in advance, choose among guidance sessions, field trips, assemblies, luncheons, reading, athletics, club meetings, short series of classes, and other possibilities.—GLADYS MAPF CANNON in "We Organized Study Day at Manatee," *Phi Delta Kappan*, December, 1955.

A SHADY METHOD NOT SO SHADY: Recently I put window shades at the top of my bulletin boards. Then I printed important points about various lessons on window shades. These shades can be easily changed, easily stored, and can be rolled up out of sight after you have them to put across some important point for the lesson.—MARGARET LEES, Joseph Johns Junior High School, Johnstown, Pennsylvania.

MAGNETIC PUBLIC RELATIONS: Schools often lag behind business and industry in promoting, publicizing, and advertising special events and in emphasizing certain points. Our science class is using a battery-operated, perpetual-motion magnetic device often seen in drugstores to advertise bookstore items, announce athletic contests, and publicize other special events. Students originate the ideas for the background picture as well as the perpetual motion scheme.—M. DALE BAUGHMAN, Greenwood (Indiana) High School.

PLAYING THE MARKET: Explaining to ninth graders the reasons for and operations of the stock market had been an arid and unproductive chore. But this year as an experiment on Monday everyone was given

\$100 to buy some stock of his own. During the week, along with our other work, we posted the daily stock quotations, and on Friday, after selling his stock, each student totaled his profit and loss. Then we compared notes on our experiences. In less than two full periods we had learned more than we ever could have by traditional methods.—GEORGE CHAMBERLAIN, JR., Glens Falls (New York) Junior High School.

SUGGESTIONS, PLEASE! In the early days of teaching science I gave the members of my classes an opportunity several times a year to write out their suggestions as to how the instruction could be improved. Many suggestions were made. No names were signed to statements. For example, the room was made up of chairs at the same level and it was difficult for pupils to see demonstration experiments. I didn't know this until it was given as a point by a pupil. We were able to build platforms for the chairs.—WILLIAM E. GILLIS, Hyannis, Massachusetts.

CALLING THE WORLD: To dramatize living history, the usual current events reports can be livened up by use of the format of the radio-TV "news roundup," whereby students call in to "Central Station" from their posts all over the world at capitals, news spots, foreign offices, fighting fronts, and so on.



EDITOR'S NOTE: Readers are invited to submit aids and devices which may be of help to others. Brief, original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE.

Group Dynamics in Action

By H. A. JEEP and J. W. HOLLIS

THE FEAR IS OFTEN EXPRESSED that the mutual understanding and sharing between the individual and the group which usually result from the use of group dynamics will bring about conformity and common thinking on the part of all the members of the group. From our experience, just the opposite is true. In a healthy group dynamics situation the individual maintains his individuality and is encouraged by the group to do this. In fact, each member of the group is helped to realize that he can contribute more if his views are different from those of other members of the group. It is the responsibility of each individual not to conform but to share, and to make available to the group his unique contributions.

Group dynamics is sometimes erroneously referred to as an easy, lazy man's way of teaching. Such an understanding suggests that group dynamics is merely letting or permitting the learners to do pretty much as they please and that it is more a question of what the instructor does not do than a question of what he does do. Nothing could be further from the truth,

as the term group dynamics is used in this article. Group dynamics is not the absence of something; it is the presence of a very positive thing. The philosophy of group dynamics is not *laissez faire*. We contend that group dynamics requires more skill and confidence and a more thorough knowledge of the subject field, on the part of the instructor, than does most any other teaching method.

Group dynamics is successful to the extent that the instructor is skillful enough to create and maintain an atmosphere within which the group can experience purposeful learning with progressively emerging group goals and objectives and with continuous self-evaluation and re-evaluation. These phenomena are unique in group dynamics because they are "group-individual" orientated, rather than instructor orientated or group orientated. The energy of the instructor is used in creating and maintaining among the group and the individuals within the group a mutual feeling of responsibility for these phenomena.

The Learning Situation

We believe that group dynamics is especially conducive to good learning. Out of the many elements which could be identified as characterizing a good learning situation, we have selected the following four as having particular significance:

Learning takes place as the needs of an individual are met.

Learning is an active expression rather than a passive absorption.

Learning should build and strengthen such commonalities as the learner must have in order to be an accepted member of his society.

In a modern democratic society the emotionally healthy learner seeks more and

EDITOR'S NOTE

Here is an article that makes substantial reading. The forty-six principles for use of group dynamics in the classroom challenge and stimulate our thinking. Nothing abstruse about them! They make good sense, too. Take number 14, for example: "Group dynamics helps and motivates a student to express himself when his usual pattern of behavior might be to remain silent." It rings true, doesn't it? So do all the others. The authors are professor and assistant professor of education, respectively, at Ball State Teachers College, Muncie, Indiana.

should seek more for the acceptance of his peers than for the acceptance of the teacher.* In fact, teacher approval of the learner often tends to weaken peer approval. Peer approval is generally much more potent as a motivating need than is teacher approval.

We hasten to add that we do not contend that group dynamics is the only method by which the foregoing objectives could be realized. Nor is it argued that group dynamics should be used by all teachers. We believe teaching to be an individual art, which is to be expressed by each teacher as he feels he can do it most effectively. This article is not an argument for the general adoption of group dynamics as a method but is merely a description of what happened when two instructors who believe in group dynamics used it as a method.

Implementation of Group Dynamics

During the summer of 1956 we met with each other's class for the purpose of observing and studying how group dynamics may be used to establish a learning situation consistent with the four premises set forth above. Each of us met in class with the other for a total of ten hours each week for a five-week term. (The two classes involved were: (1) a graduate class of sixteen in mental hygiene, taught by Jeep and observed by Hollis, and (2) a graduate class of twenty-six in organizing the pupil personnel program, taught by Hollis and observed by Jeep. This information is of minor significance because we believe that group dynamics as a teaching method can be used with equal success and with only slight modifications in all subjects, with all grade and age levels, and within broad limits in groups of all sizes.)

Each of us felt comfortable with the content of the course he was observing. This

is important because it enabled us to feel free to spend all of our time observing procedure and process without becoming involved in the content. Alfred Adler once said, "We are concerned not with the possession of truth, but with the struggle for it." Regarding these classes, we should like to feel that we were at least as much concerned with the individual who was learning, with what happened to the individual as he learned, and with how learning took place, as we were with what was learned.

Neither of us spoke at any time while observing in the other's class until the last day of the term. Each of us felt that he was in the class to observe the other instructor and the class members at work. We could not do this if we became involved in the discussion. Only in the last meeting of each class, which was given over to evaluation, did either teacher speak in the other's class. In this last meeting both of us participated in both classes.

To establish the emotional climate consistent with group dynamics and the premises of a good learning situation as set forth above, each of us developed with his students the methods to be used. The following ideas and their implications were discussed during the first or second meeting of each course:

(a) The class members were encouraged to be informal and relaxed in expression of ideas, attitudes, and beliefs.

(b) An attempt was made to accept any and all statements made by any member of the group. Different viewpoints were considered as challenges for further study.

(c) Everyone was encouraged to "think out loud." No one was to hesitate to speak because he had not thought through and carefully formulated the exact phrasing of his contribution. All were encouraged to speak first and then to think through what they had said. This would be especially true if the point had not been made before. When a person spoke, it would not follow that he necessarily felt any need for defend-

* An exception must be made for the very young learners—preschool, kindergarten, and possibly the early primary-grade children. Arthur Jersild, *Child Psychology* (4th ed.; New York: Prentice-Hall, Inc., 1954), pp. 231-235.

ing what he had said. It merely meant that he had brought up a point for consideration.

(d) To understand the implications of statements made by various class members the students were encouraged to get acquainted with one another. It was their responsibility to become acquainted. They were encouraged to change their seats every day and sit next to someone they did not know very well. As much importance was placed upon becoming acquainted with one another as upon getting to know the teacher. They were encouraged to break up cliques and "buddy buddy" relationships.

(e) Each student was encouraged to introduce himself. This was more than merely giving names and home addresses. The students were encouraged to talk about themselves at some length (as much as fifteen minutes) in these introductions, answering such questions as "What makes me different from others?" "If I had only one wish, what would that wish be?" These introductions were voluntary. No one gave an introduction until he was ready. There were seldom more than one or two introductions on any one day and on many days there did not seem to be time for anyone to introduce himself. As a consequence, these introductions were scattered throughout the five weeks and were not all completed until the last week of the term.

(f) The processes operating were frequently discussed by the group. In some instances certain individuals served as process observers. As such, they did not allow themselves to become involved in the "content" being considered but gave all their attention to the consideration of group and individual feelings and attitudes. Sometimes such process observers were appointed by the instructors and at other times certain individuals in the group took it upon themselves to serve in this capacity.

(g) Reading was not assigned or required. Each member was provided with an extensive bibliography and encouraged to go be-

yond this if he felt the need. They were encouraged to do as much or as little reading as their individual needs seemed to require and to read purposefully rather than with the objective of filling the requirements of an assignment.

(h) Note taking, of the traditional sort, was not encouraged but was actually discouraged. Students were encouraged to use pencil and paper whenever they felt the need to jot notes for their own future reference, to organize thinking, or to draw up discussion work sheets, always remembering that such notes were taken for the individual notetaker's benefit. Such notes were not necessarily to be shared with the instructor or with other members of the group.

Statement of Principles

The authors recorded statements each day based upon observations and evaluations made by us in these two classes. Space will not permit the use in this article of all recorded observations. We have listed only those statements which seem to emphasize the characteristics of good learning as stated above and which will give a picture of our thinking and insights as the group progressed through the five weeks. Little or no editing was done on these statements. Furthermore, little change was made in the order in which the statements were originally written.

(1) The teacher who wishes to use group dynamics need not do so at the first meeting of the class. The traditional teacher may move toward group dynamics as the term progresses.

(2) When certain individuals have difficulty in participating in the total group, dividing the larger group into smaller groups (numbering from four to six) results in more participation on the part of everyone.

(3) Participation in small groups results in more participation when the groups reunite.

(4) Participation in small group discussions tends to encourage the "we feeling" in both small groups and large groups.

(5) When teachers show ego involvement, they often stop class participation and discussion.

(6) Teachers need to supply information at times and can do so without interfering with group dynamics provided it is factual information needed for clarification of problems on which the students are already working and provided there is a readiness on the part of the students to receive it. The teacher may interfere with group dynamics if he attempts to communicate opinions, attitudes, ideas, and so on.

(7) Group dynamics is furthered when students know and understand one another. Considerable time can be profitably used in introducing and discussing individual backgrounds in getting acquainted.

(8) Attitudes cannot be determined or changed by voting.

(9) Process should be discussed as close as possible to the time when it is operating.

(10) Through group dynamics each person feels compelled to help anyone who needs help. Co-operation, not competition, is the spirit of group dynamics. The only way a person can "cheat" in a group dynamics situation is to fail to co-operate; that is, by failing to share what he has with the group.

(11) The discussion often has to do with the consideration of personal problems. All of the students feel a responsibility to aid one another in working on individual problems. The group assumes responsibility for clarifying and solving the needs of each individual within the group.

(12) The teacher is a resource person who "sparks" sharing or supplies material at a psychological time.

(13) Responsibility of the individual for the group is normally understood and expected. With group dynamics, the group has a definite responsibility for the individual. If any individual "withdraws" from

the group, the group feels the responsibility to draw him back.

(14) Group dynamics helps and motivates a student to express himself when his usual pattern of behavior might be to remain silent.

(15) Care must be taken to see that insecurity on the part of certain individuals is not increased as a result of group dynamics. The transference from more traditional types of instruction to group dynamics may be a threat to some students. Once this transference has been accomplished, these same students may need help to adjust back to a more traditional type of instruction in other classes.

(16) The teacher welcomes criticism by any member of the group. In group dynamics self-analysis of the teacher's process or even his admission of a feeling of insecurity may increase classroom rapport.

(17) The person who doesn't talk may not only evidence the fact that he is threatened by the group but in turn his silence may be a threat to the group.

(18) Silent periods are a desirable part of group dynamics. To avoid the threat of these to members of the group and also to the instructor, the value of silent periods in group dynamics should be discussed as soon as possible after the first threatening silent period occurs.

(19) As the term progresses, the emphasis shifts from "I" to "we" and from "me" to "us," and there are frequent comments beginning with "Here is something we might want to consider."

(20) As cohesiveness is established in group dynamics, the individual member begins to feel a need to explain to the group his reason for being absent. This explanation may be made either before or following the absence. The individual offers to do more than his share for the group as a result of feeling that he had not done his part in aiding the group discussion because of absence. This action is looked upon by the group as a natural thing to do.

(21) In group dynamics the individual can afford to be, and is encouraged to be, different and even feels obligated to bring differences into the open for group consideration.

(22) Most activities, "assignments," and plans are made by the group and they feel committed to the proposed action with full understanding of what is to be done.

(23) As the term progresses the emphasis on content is rapidly accelerated. It is felt that this is due to the groundwork which has been laid in process during the early meetings in such things as attitudes, better acquaintance, mutual acceptance, and respect of students and teachers.

(24) Formal assignments in content can be made by the teacher at various times during group dynamics without interference with the process. Care must be taken in making these assignments to see that they are in line with the content covered and in the frame of reference of each individual learner at the time the assignments are made.

(25) Group dynamics tends to bring out personal attitudes on the part of the individual student, such as his ability or inability and/or his willingness or refusal to accept responsibility for himself or his group, his need for acceptance by the group, his need to dominate, and so on. The important thing is to bring such attitudes to the surface and to do so in an environment where neither approval nor disapproval is shown.

(26) Group dynamics can perhaps be justified because of the fact that it tends to bring learning down to the "visceral level"; i.e., the constant attention to process and its effect upon students causes the individual to feel the importance of each action and/or word and its effect upon the cohesiveness of the group. Thus, facts (content) become important as they have a place in the behavior and growth of the class. It is only under such conditions that "real" learning takes place.

(27) In group dynamics the unstructured reading tends to encourage the student to do reading which is at the time meaningful to him in light of his immediate frame of reference.

(28) Group dynamics does not just happen; it is caused. Group dynamics results from a positive something. Group dynamics cannot be created by subtracting autocratic techniques, lectures, and teacher centeredness from the traditional method.

(29) In effective group dynamics there is not just one teacher—every member of the group is a teacher. Group dynamics creates an environment in which the individual feels secure enough to be an individual.

(30) The student lives the content rather than recording the content in a notebook. This may result in reducing the bulk of note taking but perhaps makes more meaningful for the individual the notes which are taken. The same is true of the amount and kind of reading which are done during the course.

(31) Group dynamics places the importance of individuals and student responsibilities ahead of the feeling that certain content must be covered uniformly by each member of the group. This should not suggest that content is slighted, but it does mean that content is individualized.

(32) Leadership, as most of us know it, is using one person as a chairman and letting him carry the responsibility. If we are realistic, however, we know that some would make better leaders in some areas and others would make better leaders at other times. This, group dynamics strives to accomplish. Leadership shifts spontaneously with the discussion. In fact, if there is not this continual shifting of leadership, group dynamics is not effective.

(33) Evaluation is the learning edge of experience. Experience without evaluation is merely time consuming busywork and there is little or no learning taking place. It is therefore important that the experience be evaluated. It is also important to

remember that if evaluation is to be a part of the learning process, who does the evaluation is important. In group dynamics evaluation is primarily self-evaluation. The encouragement group dynamics gives to continuing self-evaluation may be one of the major arguments for use of it as a teaching method.

(34) In group dynamics every individual and the group as a whole should have the privilege and should assume the responsibility of evaluating all contributions by any participants. Any member of the group should feel responsible for getting his own contributions and the contributions of all others before the group for consideration regardless of whether he agrees or disagrees with these contributions. Frequently the best contributions from the group's point of view are made by a person who at the moment is in intellectual disagreement with what he is saying.

(35) In effective group dynamics, students soon come to realize that they are in the group to "learn"—to learn rather than to be taught.

(36) In group dynamics the instructor's major responsibility is to help the student create the environment (emotional climate) in which learning takes place.

(37) As the group members create or grow in the "we feeling," they accept more completely the importance of the feelings underlying the contributions of the various members of the group.

(38) The notebook is not used mainly as a means of recording facts and truths expressed by others; it is merely a tool used to record or write or place symbols of ideas gained while others talk. These ideas are to be expressed to the group at the first opportunity. The notebook is only a means of temporary retention of ideas—ideas are flighty and need momentary capture if ever to be meaningful. Once the idea is captured on paper the mind of the individual is free to follow the trend of discussion of the group.

(39) As individuals gain satisfaction from the group situation, their interests broaden and their capacities for appreciation of others deepen.

(40) For group dynamics to remain effective the reactions and comments of the members (and teachers) must be straightforward and honest. Flattery and ridicule have no place in group dynamics.[†]

(41) Group dynamics seems to work best in a group with greatest heterogeneity—people of different standards, values, attitudes, and abilities. In the truly homogeneous grouping, group dynamics may have relatively little to offer.

(42) Group dynamics operates primarily on the feeling and attitude level. We need to help individual members realize that the attitudes and deep feelings of various members have been formed over a long period of time. If these attitudes and feelings are to be changed, days or weeks, not minutes, must be required. In other words, if the teacher and group members are not willing to use the necessary time to consider, accept, and respect the feelings or attitudes of one or all participants, they should not accept group dynamics as a method.

(43) In the group dynamics situation the overt tools or devices of thinking are the same as those used with any other method. These are such tools and devices as written and oral expression, reading, note taking, and periods of introspection. The objectives for which these devices are used in group dynamics differ, however, from the objectives for which they are used in traditional methods. For example, in group dynamics, they are seldom used to satisfy the requirements of daily course assignments as made by the instructor. In group dynamics such devices are more likely to be used for the purpose of clarification, for the exploration and development of the individual or group interests and ideas. In group dy-

[†] J. R. Gibb, Grace N. Platts, and Lorraine F. Miller, *Dynamics of Participative Groups* (St. Louis: John S. Swift Co., 1951), p. 9.

namics such devices are likely to leave the learners with more questions than answers and also to leave them with a desire to go further in their study. At the end of a course in which group dynamics is used there is not so much a feeling of having finished the course as a feeling of how much more there is to learn.

(44) Intrapersonal relationships are important in group dynamics. Who participates is important. It is also important to know what caused the participation and who caused it, and to what and to whom the participation is a reaction. It is the responsibility of each person in the group not only to accept all contributions when they are made but also to see that each person is given sufficient "sparkling" and encouragement to cause him to participate.

(45) Group dynamics assumes mutual respect for the dignity of the individual on the part of all concerned. A teacher should never expect or ask a student to tell anything about himself unless the teacher is willing to let the same information be known concerning himself. No teacher should assume the privilege of criticizing students unless he is willing to accept the same from the students.

(46) As the group develops a strong "we feeling" and gains experience in group process, the teacher moves more and more out of the function as a leader. The ultimate is when the teacher is no longer the leader and becomes a resource person whose func-

tion is to supply information. At this point each member will feel free to discuss what is important to him and what he thinks will help the group. Each member will feel that he is part of the group and that he is responsible for the group and the individual members of the group. Each member will enjoy the group.

Conclusions and Implications

Group dynamics as a method of teaching helps individuals to grow toward independence and self-security while at the same time learning that in a society one member depends upon another.

We feel that group dynamics enables students to release their feelings and aggressions and thus increases their chances for individual and social adjustment. This in itself is reason enough for our students' having some contact with this method.

Because group dynamics creates a situation in which the individual is responsible and is ego involved, the motivation for learning, for constructive action, and for self-evaluation is always present in effective group dynamics.

The teacher must be secure in his position, confident in his subject matter, and skillful in the psychology of human relations before attempting group dynamics.

Group dynamics is an energy-consuming, but very rewarding, method for both students and teacher. Soul searching and deep learning are always energy consuming.

◆

The Value of Testing. Current trends in education are aiming towards a more practical well rounded curriculum. Since measurement is such an important part of the educational program it is important to bear this trend in mind. Tests should not be a fear provoking topic with children. Teachers must help children to understand that this is another help for them. We can demonstrate this idea to them not by placing so much emphasis on the grade at the top of the paper but rather in the analysis of their weak points within the paper. Teachers must first be sold on this idea themselves. A test should be a tool in the development of the curriculum rather than the end result of it. Making our testing objectives and our unit objectives synonymous would seem to aid teachers in the achievement of this goal.—ROBERT MCCLURE in the *Los Angeles School Journal*.

The Silent Period in Group Processes

By

D. PATRICK HUGHES

ONE OF THE CRITICISMS of group processes is that there are long, inefficient periods of silence. Critical comment characterizes these periods as wasteful, laments that nothing is being accomplished, would have group members drive through to immediate problem solutions and obtain quick, clear-cut results.

These criticisms contain two assumptions, self-made: (1) that the *total* value of group processes should lie in the result, and (2) that absolutely *nothing* is being done during the period when the apparently awkward silence obtains.

Criticism, focused on results, ignores the value of the process. Actually, the silent period may be the most fruitful portion of the meeting, for here the participant is balancing the turn of the group discussion with his own experience, background, and observations in the practical situation in his own community. When there is a period of silence, *everyone* is thinking, weighing possible solutions to the problem under consideration, perhaps making and rejecting possible decisions.

EDITOR'S NOTE

This is a companion piece to the previous article. It is a brief, pertinent critique of the group dynamicists who, if they had their way, would seldom be happy to encounter a long pause in the discussion. Notice that the point of view of the author agrees with principle number 18 on page 226. The writer is supervising principal of the high school at Lyons Falls, New York.

It must be remembered that in any discussion, when one person is talking, the group membership with but *one* exception is silent. During any speech or lecture, only *one* individual is talking and the many are silent. So, actually, in group dynamics when all are silent, it does not necessarily mean that an impasse has been reached; the period of silence is but a very small departure, for *only one more* person than usual is silent.

During this "awkward" period, experience hints it is not unsafe to guess that more creative thinking takes place than during any other part of the discussion. Group members can deliberate without being whisked from one point to another by the speaker. It is awkward only to those who are in a hurry to get things done, who ignore the danger that snap judgments and *ad hoc* solutions may be concomitants of this haste.

The floor is open during the silent period. Anyone can talk; a "free" atmosphere prevails. Because the group is waiting for the first one to speak and because it could be any individual in the group, each is preparing a carefully thought-out statement. This very freedom to speak, to be the one to resume the discussion, is self-enhancing to each group member; possible statements are fashioned and refashioned, clarified and reclarified, though they go unspoken. And though they go unvoiced, their very completeness increases the eventual chance for a core of agreement throughout the thinking of the group members; this core becomes the basis for mutual understandings that lead to effective results.

Very little of what is thought ever reaches the group orally. How then is this silent period of thinking of value beyond the aforementioned understanding?

When one seeks answers and solutions, one constantly re-examines the question or problem. Careful, unhurried, reflective thinking increases opportunity for both sides of a question, or all pertinent aspects of a problem, to come into focus and consideration. This not only leads to a greater understanding in the group but makes possible a more complete rapport and, in turn, a more solid, effective, two-way co-operation.

In educational groups, much of what never comes to be said, much of what was thought, goes back to the individual districts, systems, schools, and even classrooms,

and ultimately works for improvement. This thinking has been modified by the group, this modification has had time to crystallize, consciously, maybe even unconsciously, during periods when none seems to have anything to say.

For during this silent period, ideas swarm, each a direct result of group thinking and group stimulation. Since there is time, all possibilities of each idea are examined carefully, because the mind is preparing it for submission to the group. This process is repeated numerous times.

Though an idea may never be submitted to the group, this opportunity for the individual to examine it and the ideas of others critically, in reference to his own situation, gives perspective, and one day appears in action.



Education Is an Art

If Education were a science, and nothing more, we would not be worrying about pupil attitudes and creativeness and imagination. The trick of Science lies in the artful elimination or the minimizing of variable factors, but Education deals with nothing but variables. The statistics upon which we set such store melt into slush when confronted by the stubborn non-conformity of the individual. The laws which mean so much to Science and which, like those of the Medes and Persians, alter not, are strait-jackets when applied to Education. Science by its very nature must regard the individual as one of a swarming mass of units which combine to prove a theorem. To Education, the individual is the be-all and the end-all of the profession.

The educator should approach his class, not as the chemist appraises his retorts nor the astronomer his nebulae, but rather as the conductor confronts his symphony orchestra. From the breathless whispering of the strings, from the clarion pealings of the brass, from the muted thunder of the percussions, the conductor will weave the very fabric of great music, threaded throughout with the polychromatic strands of his own genius. Even so will the teacher evoke from the myriad experiences and abilities of his pupils the chords which, laced and interwoven with something of himself, will ring

grandly in the harmony of life. There is a mingling of moods, an elusive interplay of spiritual counterpoint implicit in the teaching process which marks the closest human approach to the phenomenon of symbiosis. In its highest form it approximates creation, a far cry indeed from Science, which unleashes the forces of the mind upon matter to transform and to refashion, but never to create.

This is an eternal verity. It has always been true. It always will be. It had the same solid ring of reality in the days of Pericles that it will have for our remote descendants. We must train our teachers as a sculptor is trained, not as a physicist. They must think like poets, not like statisticians. For they are dealing not with things, like the chemists, nor with bodies, like the physicians, nor yet with minds alone, like the psychologists. To them and to us is reserved the splendid privilege of fashioning and nurturing those coruscating and iridescent entities called personalities, transient as the glancing sunbeam but more lasting than the granite of our hills. It is at once the most precious and most dangerous duty entrusted by mankind to men. It can be properly consummated only by stripping the last of the disfiguring masks from the lovely face of Education, that we and those who follow us may look on Beauty bare. Education is an Art.—MAX RAFFERTY in *Phi Delta Kappan*.

Development of Individuality Poses Problems in a Mass World

By
MARY ELIZABETH FOWLER

THE CHILD GROWING UP in today's world faces, more directly than ever before, the loss of his identity as a person. In a complex world where communication media are multiplying and growing more powerful each day, the pressures toward conformity in thought, in word, and in action are almost irresistible. The new generation, placed as babies before the TV set, may grow up like those in Huxley's *Brave New World*, trained in unconscious response to accept the same values, eat the same cereals, and wear the same clothes "because all the others are doing it." In adolescence, the pressures toward conformity become stronger, as the need to belong to the group, the gang, or the crowd becomes more imperative. Many young persons adopt a uniform of black leather jacket, blue jeans, or a cardigan sweater buttoned backwards and bobby socks. The conflict in this period is strong, when the urge toward sameness

and the dream of being somebody special war in the youth. In this period, perhaps, is the last chance of the youngster in our society to become an individual rather than a number, a cog in the machine, or a faceless member of the lonely crowd.

With these ever growing pressures toward conformity, the individual has increasing difficulty in believing himself someone with something worth while to say, a vote worth casting, or an integrity worth defending. The need to voice the popular, approved opinion, to believe and think and talk as neighbors and business associates do, is today's accepted virtue when few can be found who are willing to stand up and be counted.

If students cannot develop the feeling of confidence in what they say or the ability and courage to state strongly an opinion backed by adequate supporting evidence, even though the opinion be a minority one, our democracy may be in danger. There is need today for fearless, rational, thoughtful speech and writing. There is perhaps more need in our age than in Thoreau's for the minority of one who, when speaking what he thinks, collects other minorities until a goodly company of thinkers band together. Teachers can show the student that they care as much about these expressions as they do about whether the student's subjects and predicates agree or whether he uses the possessive with his gerunds.

Surely today's youngster has need to become a worthy member of the group, able to talk effectively with his peers, to arrive at sound group decisions, to explore and

EDITOR'S NOTE

The author, who is associate professor of English at Teachers College of Connecticut in New Britain, prepared this article originally as a speech to be delivered before the 1956 conference of the National Council of Teachers of English at St. Louis. (Excuse the long sentence!) We liked it. Reason: the pressure toward conformity is so strong in our megapolitan society that it may not be possible to resist and still hold your job. If you disbelieve this, try being "different" to the point of expressing criticism of widely held prejudices.

accept worthy goals for the good of all. Yet the search for identity is a task of character development equally important in a democracy and perhaps too little emphasized in our classrooms. As schools grow larger and classrooms more crowded, the student receives less attention to his development as an individual. As more subjects become related so that his reading and writing are centered around other subjects (as they often are in core programs), personal writing and individual reading tend to be ignored. What can be done in crowded classrooms to remedy this situation?

The youngster in the English classroom should have the experience of recognizing in himself the need for expression. Like Anne Frank, he needs to feel the printed page an outlet for his loneliness, a means of sharing experiences with others and of objectifying his evaluation of his own feelings and emotions. The success elementary school teachers have reported with writing that centers around children's emotions—loneliness, fear, anger—and with the therapeutic releasing of these feelings through writing, suggests a kind of writing which needs to be more widely explored at the secondary level. A teacher who conducts a class in English at a large state penitentiary reports the popularity of the course among prisoners, who find in writing a chance to "get things off their chests." One man, in for life for murder, told this teacher that he believed he would not have been there if he had been able to talk about his angers, frustrations, and fears when he was young. He told of being tempted to join the Catholic church, because "the priest at least would have to listen to him," and urged that teachers of English give children a chance to talk about the problems on their minds.

This kind of writing experience demands an understanding teacher and a somewhat permissive classroom situation—permissive in the sense of the child's being left free to write honestly about what he feels and to

have the teacher and the class accept such writing with consideration. The teacher who feels that her students must write only beautiful thoughts will not be happy if such writing releases hostile feelings, but the teacher who understands that the "beautiful thoughts" may follow when the tensions of anger and bitterness have been released will have helped her students to think and feel honestly.

The recognition of the fact that one has something to say, and the development of the courage and ability to say it, should be two aims for the student. The stimulation and support of the urge to expression should be a vital classroom experience. That this urge is present in most youngsters has been pointed out by the many teachers who are willing to let it emerge. If both teachers and students would look more frequently at writing as a medium of exchange of ideas, it seems clear that students would grow in power to think independently, to shape more positive, less flabby sentences, and to explore and search a topic thoughtfully. It may be that years of classroom emphasis on errors and corrections has inhibited expression more than we know. Robert Carlsen, in a recent article in the *English Journal*, says that characteristics of freshmen who have trouble with English in college are poverty of ideas, lack of fluency (rather than lack of grammatical knowledge), and fear of asking questions.

The teacher in a crowded classroom is already overburdened with too many papers to correct, but students may read papers in small groups with profit. The classroom atmosphere may become similar to the college bull session, in which so many timid students have found their voices. A college sophomore recently said to me, "When I was in high school I used to think that nobody else has these thoughts. I'm the only one who thinks this way. The biggest thing I learned at the dorm was that everybody else seemed to be thinking and worrying about the same things I was." This feel-

ing of shared thinking and feeling can be most rewarding. It was here that this girl reported she first found the courage to say what was on her mind. Must young people (the few) wait for college or dormitory life to find such opportunities for shared experience? Are discussions about religion, goals in life, dating, marriage, careers, values—common topics of the bull session—out of place in the classroom? When one asks students why these subjects don't appear in themes, and why, instead, the student chooses to write about plant migration or to deliver uninformed opinions about the United Nations, disarmament, or the history of religion, the response is, "I didn't think that was a good enough topic to write about." It seems quite possible that in sharing class papers on these and other topics in which students are concerned in thinking through their values, the impulse to exchange and examine ideas, and to argue their validity, can find expression. If more classtime were given to discussion of such papers, and less to drills in the workbook, the student's emerging self could be helped.

Again, isn't it possible that a teacher often relieves students of the responsibility of finding their own ideas and clarifying these ideas when he assigns a list of topics? Many teachers say, "I won't let them write about just anything." One teacher recently said, "I can't let them write their own stories; they make too many mistakes." Another has told me that since the low-ability children in his classroom had no ideas, he merely set them to writing summaries of the stories they had read and these served as punctuation exercises. No wonder students say to us, "I don't know what you want me to write about." They

often do not want the freedom or responsibility of finding their own topics. This is one of the loneliest and most difficult jobs of the writer. The student's attitude often is, "You tell me what to write about, and I'll write it." Or, confronted by blank paper, the student will turn to the magazine or the sermon and pass in a second-hand paper rehashing the thinking of someone else. It may be our fault if students do not feel that a writer is responsible for putting his own thoughts into words. For many of them, a summary of an article in a recent magazine is as valid as any other writing, provided that the commas are in the right places.

In classrooms where teachers are concerned with helping students think for themselves, there will be many carefully planned opportunities for differences of opinion to emerge. Such teachers will notice the timidly raised hands and help the flicker of assent or dissent on the face to become vocal. There will be support for dissenters and insistence that opinions honestly offered and validly supported be considered with respect. A teacher in such a classroom will help children to have the courage to differ with the teacher, rather than to agree because he represents authority; to examine the problem and the evidence, rather than to watch to see how the crowd or the group leader votes or thinks.

Out of such classrooms may come not the Willy Lomans of *Death of a Salesman*, whose chief desire is to conform enough to be "well liked," but persons like young Bertram Cates in *Inherit the Wind*, with the courage to stick to an idea if all the evidence shows it to be true, in the face of the antagonism and the hostility of the whole community.

Education Toward What?

By PAUL W. SCHMIDTCHEN

AS TEACHERS we are primarily interested in the boy and/or girl as a learner. We accept the fact that one can learn only when one is ready to learn. We fully realize that the more we know about a pupil, the better will be our success in achieving a desired result. We act upon the assumption that the developmental age of a boy is more indicative than his chronological age. So far, nothing esoteric or startling!

From this we move to the definition that each boy and girl is a distinct personality, with specific strengths and weaknesses, desires, emotions, and concepts. We expect that knowledge, goals, status, skills have since had some measure of attention. We know that the patterns and standards of conduct are already to a certain extent determined. We stress that our starting point must be these characteristics and needs. We build on that base. Still nothing revolutionary!

But we have more to contend with, and here may well be the current dilemma. Although meaning comes from the individual, we must stand ready to offer a frame of reference for the knowledge still to come. Whether we like it or not, most of a youngster's mental achievement does not stem from textbooks, *per se*. The influence of culture and environment makes for a de-

cided change in each pupil's ability to progress profitably. Familial, peer associations, geographic locality, the penetration of the press, radio, and other media—all have their effect on the learning situation. And over these, we as individuals have little control. But why wax apoplectic? We must take life as it is; we will never have perfect situations. The teacher must simply be aware of these facets and, further, seize upon them as springboards for development at every available opportunity. Here, in essence, is the true sign of skillful pedagogy. Can you do it? Will you do it?

All behavior is caused. No one does anything without usually having a pretty good reason or drive. It is entirely probable that others may not always accept this reason. But closing our eyes to it or feuding with the results will not help. And to harass the educator, in addition, must be the realization that the causes are seldom simple or certain. In any case, no one lives in a vacuum. Furthermore, in a public school we are not readily presented with but one code of morals. If anything, we will learn to our consternation that divergencies are rampant and that our critics are inevitably replete with righteousness.

What is a good teacher? What is the best administration for a public school? What methodology will always bring about accolades? Or, which technique is it that must always fail? Where is the saturation point in what not to do? Where shall we draw the line when pressure forces inclination? How does one finally decide on achievement in ultimate goals? When? It may well be, as the philosophers say, that science changes our environment faster than the people are able to understand it. Rest assured, we currently are living in just such a culture lag!

EDITOR'S NOTE

If you can't be bothered to read an analysis of some fundamental assumptions about education and schooling, please pass over this article. The author, a frequent contributor to The Clearing House, is principal of Metuchen (New Jersey) High School and, in addition, a writer of readable prose.

So we go back to the age-old concern: that every individual is valuable; that in all of us is a spark of good. And we as teachers will do the very best we can, to as many as we can, with the latest approved research findings. Cries about "progressive education" and other now demeaning epithets need not deter us—if we are truly sold on the worth in what we do. But this is the very point that must be stressed: *if we are truly sold on the worth in what we do!*

There have always been people who could not read, write, spell, add, subtract, multiply, and the like. There have always been people who, despite possessing such skills, were far from educated. There have always been people who have failed—all positive prerequisites to the contrary. And there probably always will be people who will never be as versed as some would like them to be. If the "good old days" had provided so much more in wisdom and knowledge by insisting on things which we today in the schools presumably ignore, how does one account for the current confusion? Our bilious friends uncover no recently contrived negligence, but their inconsiderate reproof, couched in the freest generalities, does tend to slow the wheels of attainment.

Let me emphasize: We are not satisfied with all of the results. (I doubt we ever will be!) We are fully aware of the manifold problems, but we also are aware of reasons why these problems cannot be solved overnight. There will, of course, usually be some element of truth in what our derogators say, but the carping, negative aspersions are definitely out of line. When a national magazine can glibly emblazon on its cover, "We Are not as Well Educated as 50 Years Ago," and when one of our major newspapers will headline, "Too Many Teachers Can't Teach," what has constructively been done? How many is "too many"? Who is making the comparison with "50 years ago"? Where is the ivory tower to tilt at? Must our attempt to question these glittering generalities always start like an apology?

Naïve? Maybe, but I doubt it. It is, indeed, a tribute to those in so vital and sensitive an area as public education, that they can still abide with equanimity.

To recapitulate: We will move ahead only by staying with humanism and avoiding materialism and crash programs intended solely for some immediate need. Priority is essential; we simply cannot be all things to all people!



Call for Action

In reality, teachers are the bulwark and the very foundation of the public school system. To undermine their position indiscriminately as has been done since the end of World War II is to undermine our very way of life. The public has a right to be critical of teachers and teaching, but it has an equal obligation to do so in an honest-minded manner. Furthermore, the public as an employer of teachers has certain obligations to protect teachers of its own choosing from vicious, unwarranted, and designing attacks. Each parent, too, has an obligation to defend teachers in the traditional American way of life—that people are innocent until proven beyond reasonable doubt to be guilty. Accepting without examination rumors and charges against teachers denies a cardinal principle in human rela-

tions. The community must bear the responsibility of guilt if it partakes in a conspiracy of silence during savage attacks against teachers.

Just as the blame for the present plight of teachers must be laid in part on teacher-training institutions, and also upon the teachers, so the community, too, must plead guilty.

In the last analysis, however, teachers must take the initiative for lifting the profession to more respectable heights. They can not simply wait for the teachers' colleges to make desirable changes. Nor can they stand still until communities take a more active role in ameliorating their problems. Teachers must become action minded today.—LEO J. ALILUNAS and WILLIAM CHAZANOF in *Progressive Education*.

Events & Opinion

IN PASSING TRIBUTE: With considerable sadness we note the passing of *Progressive Education* from the family of educational publications. For the past thirty-four years this journal, a vehicle for the John Dewey Society, has been a constructive critic of educational thought and practice. And now it has succumbed to that malady which plagues most publishers—financial difficulties. Though gone from the American educational scene, *Progressive Education* will long be remembered as a journal dedicated to the improvement of education and the enlightenment of the educator.

OUR PROBLEMS ARE WORLD PROBLEMS: Women representatives of 22 international organizations have urged the United Nations Educational, Scientific and Cultural Organization (UNESCO) to undertake a study of inequalities in salaries offered to men and women in the teaching profession throughout the world and also of laws discriminating against married women as teachers. In a report issued by UNESCO, the representatives agreed that discrimination should be eliminated from programs of free and compulsory education and stressed that this education should be free for girls as well as boys. At the same time, it was pointed out that there exists a "terrible inadequacy" of professional training now available to women.

HALLS FOR BUSY MINDS AS WELL AS ACTIVE FEET: Corridors in the prospective elementary school at Ridgewood, New Jersey, will be used to educate pupils as well as allow them to move from place to place. The hallways will be wider than usual and will accommodate workbenches, a miniature library, and chairs for parent-teacher conferences. According to the super-

intendent of schools this departure will reclaim what is normally wasted educational space in a school and will allow gifted students to move ahead of their schoolmates in their studies by permitting separate facilities for part of their work. Times have changed, for we can recall that assigning a pupil to the corridor was a disciplinary measure rather than a mark of distinction.

DELAYING THE DROPOUT: Secretary of Labor James P. Mitchell issued a strong appeal to those pupils who were thinking of dropping out of high school as the national back-to-school campaign neared its end last September. Mr. Mitchell reminded the teenagers, especially those who intend to make their summer jobs permanent, that they were sacrificing an interesting and profitable future. He indicated to them that the seemingly attractive road they are on may turn out to be a dead end.

The Secretary of Labor pointed out that of the seventy-one occupations where shortages now exist, the minimum education requirement for all of them is high-school graduation. And unemployment rates are half again as high among young men who drop out of high school as they are among high-school graduates. The *New York Times*, in reporting this item, quotes Mr. Mitchell: "Those who go looking for a job after dropping out of school are often disappointed in what they find. Jobs as common laborers were the best that more than half of the boys who had dropped out of school last October could do. It doesn't take the drop-out long to discover that while he may eventually find work, it is likely to be menial or mediocre work. The typical modern employer is not much interested in spending time and money training a youngster who has not prepared himself for advanced training."

The remarks of George Meany, President of the A.F.L.-C.I.O., are quite apropos here: "My advice to America's youth is to stay in high school and graduate. The youngster without a high school diploma will find the doors of opportunity increasingly closed to him in tomorrow's world of automation and nuclear power."

READING—A CO-OPERATIVE VENTURE: We turn to UNESCO again to report an interesting and apparently successful experiment in developing reading habits among children. The scheme was initiated by the American National Book Committee and took place at two factories in small towns in the state of Tennessee. Shelves containing fifty colorful children's books were set up in the factories, together with an attractive poster suggesting that parents should take them home and read them to their children. It was felt that with so many mothers as well as fathers employed in industry, the easiest way to gain their co-operation was by reaching them at their place of work. The experiment was deliberately conducted in small towns where resources are limited and where semirural homes boast comparatively few books.

Widespread approval was reported from among the parent employees in Tennessee, and the adoption of these bookshelves is now being recommended on a much larger scale, for city as well as country children, since "exposure to books is the first step in arousing interest."

THE GREAT DEBATE CONTINUES: The opening of the school year is traditionally the time when the general public is subjected to an airing of school problems by various media. The *New York Times Magazine* presented a full-dress debate on progressive education on September 8 with William H. Kilpatrick, professor emeritus at Columbia, upholding the positive and Arthur Bestor, professor of history at Illinois, championing the negative.

In setting the background for his arguments, Prof. Kilpatrick stated that "progressive education is part and parcel of the general advance in modern thought. It is simply the proper and legitimate development and application in the field of education of what the best university thought offers in psychology, biology, sociology, mental hygiene and the social sciences." In addition to the debunking of the more common misconceptions concerning progressive education, he offered three fundamental principles which underlie and guide modern education: (1) education must aim primarily at character building, not simply at acquiring subject matter; (2) education must aim for the development of all, each to the extent of his native ability and the extent that he can be induced to put forth the necessary effort; (3) education must provide experiences and situations which have meaning to the pupils—thus, only actual behaving can build real character.

Prof. Bestor responded in a fashion typical of the traditionalist. He felt that those schools which may call themselves progressive are actually regressive. "Their tendency is not to bring the school curriculum up to date, but to put it completely out of touch with the realities of contemporary intellectual life." This is the basic argument presented by Bestor, that "progressive teaching tends to put the young out of touch with intellectual life." Citing the decline of Latin and Greek and the statistically lower enrollments in math and science, Bestor felt that "to diminish the intellectual content of the public school curriculum in the name of democracy is to commit the ultimate treason against democracy." Indeed, these are strong words. No educator advocates the diminishing of intellectual pursuit. And yet, foisting a stereotyped curriculum upon all pupils, regardless of ability or interest, is completely impractical. Progressive v. traditional education—or do we have a "middle" road?

JOSEPH GREEN

Stereotyped Reactions of Teachers

By KENNETH H. HOOVER

"ISN'T THAT just like a man!" "All women are alike." "Teen-agers will do it very time." "The schools are neglecting basic essentials." These expressions are indicative of man's tendency to judge an entire "group" by the actions of certain individuals within the "group." Although one might rightly contend that only the extremely maladjusted would act upon the above premises, a casual glance at the evening papers would suggest a startling number of tragedies which have resulted from such a system of classification. Upon close inspection one would find that people are *generally* inclined to form stereotyped reactions.

When Aristotle (almost 2,300 years ago) listened to people and observed the actions of people of his day, he concluded that they acted as if "A is A." Furthermore, such individuals apparently believed that something was either "A or non-A." One can easily see that such an orientation encourages the type of stereotyped reaction suggested above. The person who patterns his thinking in such a manner tends to have the concept of a static nature of reality. As a case in point, let us take the "Negro" who steals. It quite naturally follows, under such an orientation, that all "Negroes" must steal—yesterday, today, and always. That the color of the individual's skin may in no way be related to the individual's behavior never

occurs to the one making the judgment. To him, "Negro₁" is "Negro₂", "Negro_n". Such evaluations may have been "tried and tested" on the basis of one or two cases, but once the evaluation is made the "exception only proves the rule." Worse still is the value system which one tends to "inherit" from one's parents. Daddy says "Negroes" are not to be trusted; consequently, "'Negroes' are just not to be trusted."

That this nonscientific system of classification is becoming more and more untenable in a scientific age is obvious. Man has the material means to destroy himself. Does he have the social competence to save himself? How can this "vicious circle" of "label usage" and "label reaction" be broken? It would seem as if the primary institutions for correcting this "evil" would be the schools. In order to modify a student's tendency to overgeneralize, it would seem that the teacher must himself "practice what he preaches" to be really effective. Accordingly, the purpose of this study was to determine the degree to which teachers react to labels or stereotypes.

For the purpose of this investigation 117 summer-school students at Arizona State College were asked to complete the following sentences:

"Courses in education are ____."

"Subjects matter courses are ____."

They were asked to complete the above statements on the basis of the first thought that entered their minds and then to add another statement if desired. Of the total group, eighty-five were experienced teachers; ninety-three were graduate students; twenty-four were undergraduate students. The projective device was administered the first day of class to the students who were enrolled for courses in the field of professional education.

EDITOR'S NOTE

On our office wall hangs a framed word picture that we treasure. It says: "I have made up my mind. Please do not confuse me with the facts." There is a connection between the quotation and the stereotypes described in this article. The author is assistant professor, Arizona State College, Tempe.

As indicated in Table I, below, the overwhelming majority of the respondents made evaluative or stereotype reactions to both professional education courses and courses concerned primarily with specific subject matter fields.

TABLE I
REACTIONS OF 117 STUDENTS TO EDUCATION AND
SUBJECT-MATTER COURSES AT ARIZONA STATE
COLLEGE, SUMMER, 1957

	Stereotyped Reactions	Nonstereotyped Reactions	
		Variability Noted	Descriptive Statement
Professional education courses	71	16	30
Subject-matter courses	70	16	32

The number of students making "nonstereotyped reactions" was almost exactly the same for both professional courses in education and courses in a specific subject field. Two-thirds of all the respondents reacted in a stereotyped fashion. For example, common stereotyped responses were these:

Courses in education are too theoretical or dull.

Subject-matter courses are factual only.

Courses in education (or subject matter) are excellent.

Some students, although apparently passing "judgment" on *all* such courses, seemed to be conscious of differences within the classification as indicated below. These responses were marked in the "nonstereotyped reaction" column. For example:

Courses in education (subject matter) are usually good (poor).

Other nonstereotyped reactions were descriptive in nature, such as:

Education courses are concerned with methods and techniques of teaching.

Subject-matter courses are designed to prepare one in this specialized field.

There was no indication that number of years' training or experience in any way affected the responses.

Implications

One is forced to wonder what effect this group of teachers might be having on the youth of today. If we can assume that the person who normally reacts to a label (i.e., makes stereotyped reactions), "unconsciously" or otherwise projects such orientation upon his students, then it follows that two-thirds of the students taught by these individuals will be more or less affected accordingly. This brings us to the question of the nature of instruction in our colleges. Are we actually helping college students in the application of the scientific method to everyday living? Every prospective teacher who is graduated from Arizona State College is presently required to have credit for a minimum of eleven semester credits in the area of science. Could it be that our students are being "lost" in the area of verbalisms or purely "factual" materials? What happens to the students in professional education courses? Are they being trained to withhold judgment until given the "facts"? Perhaps educators at all levels need to review the purposes of education in a democracy. With a rapidly changing industrial society, the "facts" tend to change at an alarming rate. Few of us would want to base our decisions upon the "facts" of twenty years ago, nor would we want to base our decisions twenty years hence upon present "facts." If we can equip boys and girls—men and women—with equipment for or a method of wise choice making, we might be performing a truly worth-while service. Such a method has been suggested by Wendell Johnson in *People in Quandaries*:

... The method of science consists in (a) asking clear answerable questions in order to direct one's (b) observations, which are made in a calm and unprejudiced manner, and which are then (c) reported as accurately as possible and in such a way as to answer the questions that were asked to begin with, after which (d) any pertinent beliefs or assumptions that were held before the observations were made are revised in light of the observations made and the answers obtained. Then more questions are asked in accordance with the newly revised notions. . . .

To memorize the "facts" of such a method would seem to be wholly inadequate. If true learning results in a *change of behavior*, students must have a laboratory of opportunities for practicing their education. This would seem to be important in a professional education class, a science class, or any other subject matter area.

There appears to be a need for further investigation in the realm of stereotyped reactions. Does the individual who would stereotype *all* education courses on the basis of the few he has taken, for example, tend to react similarly in other areas? What

about the school administrator in the area of public relations? If two or three parents complain about some facet of the school program, does the administrator tend to conclude that the *people of the community* are dissatisfied with this part of the school program? Does the parent decide that the schools are "no good" because Johnny has formed such an opinion? Is Johnny's opinion based upon his experiences with one or two teachers? In a society which emphasizes the worth of the individual, the problem seems to be worthy of a great deal of investigation.



ONE BY TREANOR

EDITOR'S NOTE

John H. Treanor, master of the Francis Parkman District, Boston public schools, does well by words and ideas and banter. Tongue-in-cheek Treanor, we call him, the avowed enemy of affectation.

HOW ABOUT DRESS

(For Women Only)

When we began our career, no self-respecting schoolma'am smoked or wore lipstick. Sweaters in those days were strictly for comfort. High heels were sinful. Silk stockings a wile of you know who. Times change, and who are we not to applaud.

Anyhow, while beauty is to be admired in any form, accent something besides the form. Save your sweaters for more effective promotion. Take it easy on the lipstick. Eschew "My Sin" or "Voluptuous": you are not in a classroom to be inhaled. Besides, true beauty is within, and while few people disdain the without, remember that you are part of a dignified (not necessarily puritanical) company. Hence when, with finger on lip, you scan your bedroom closet, give a

thought to the professional effect. If you happen to be especially beautiful, and which one of you is not, remember that your elder associates (f.) will instinctively resent your youth and beauty—in which order we have never been able to fathom.

Wherefore dress with restraint, which of course does not necessarily exclude style, color, a sparkling line, or a stunning effect. While Rousseau's natural man has been eclipsed, and we speak philosophically, there still remains a large segment of not disinterested spectators, including teachers (m.) You have every right, and in this sorry world a positive duty, to be attractive. But don't overdo it. If your nose needs a dusting of powder (once over lightly) or your lips another coat, retire gracefully for the tactical re-formation. The women are too busy with their own problems, but the men will be pleased, not with the operating details, but with the subsequent effect.

In short, be beautiful naturally, plus whatever legitimate gambits you acquired as an undergraduate.

One final note. Children are most sensitive to color; hence, play to the audience.



Findings



PERSONALITY TESTS FOR ADOLESCENTS: In *Developments*, the news bulletin of the Educational Testing Service, it was reported that ETS is collecting data on likes and dislikes, worries, and a variety of personal and social problems of concern to teen-agers. This survey is preparatory to the constructing of a group personality test suitable for junior- and senior-high-school students. The survey included thirty-six high schools and about 150 faculty members (consisting of school psychologists, guidance directors, teachers, and social workers). These schools were all within 200 miles of Princeton, New Jersey.

The questions asked of the above school personnel dealt with what personality traits were important enough to measure, the types of personality measures school personnel would accept, and the types of interpretative materials which would be most useful and least dangerous.

It would be interesting to note the net result of this survey, if such information is available.

STREAMLINING TEACHER TRAINING: The New York *Herald Tribune* for September 1 carried a report on a charge made by Paul Woodring in a pamphlet entitled "New Directions in Teacher Education," published by the Ford Foundation's Fund for the Advancement of Education. Mr. Woodring contends that teachers of today and tomorrow are being trained for yesterday. We are training what is termed "all purpose teachers."

In line with this same discussion, the paper felt it important enough to headline it again in the September 8 issue. This article stressed Mr. Woodring's proposal of providing "teaching teams"—as, for example, a math-science team. This team would be responsible for instruction in its field from elementary through high school.

Such a program would necessitate the development of a new concept of teacher training, with less emphasis on specialization and more on the complete understanding of the total educational process.

COLLEGE GRAD JOB PICTURE, 1957 STYLE: The September issue of *Changing Times* stated, "The early firm gets the bird." Cleverly put! It pointed out that private industry will send out recruiters early this year.

WHAT PRICE HIGH MARKS! The higher the grades the greater they pay off, reports the same issue of *Changing Times*. A recent study showed a notable correlation between high grades and high income later—the higher the better. This held true for extracurricular activities, too. The greater the participation, the greater the income later.

A word to the wise!

PAPERBACKS—A TEACHING TOOL: A recent *Saturday Review* was devoted to the subject of education. It carried an article on the place the paperback books have taken in the college classroom. Because of the variety in content, popular price, and convenient size, among other features, the paperbound book serves a real purpose. Furthermore, as the article points out, the teacher is able to "create a text tailored to his own specifications." It is not the thesis of the author to say that there are no limitations to the use of paperbacks. Nor does he believe for one moment that they will ever replace completely the conventional text. However, he believes that within their range of limits the paperback books are here to stay.

JANE E. CORNISH

Critics of Education

Don't Shoot Straight

By
THOMAS BRODIE

MANY CRITICS OF MODERN EDUCATION bear a striking resemblance to B western movie heroes whose predictably accurate six gunning follows detection of the villain's reflection in a back bar mirror. Unlike their cinematographic counterparts, however, the assailants of contemporary school management are more apt to fire at the reflected image than at its source. Whether this erratic marksmanship can be attributed to honest perceptual confusion or simply to a reluctance to face the reality behind what is visible, remains debatable. In any case, the figurative shattered glass has become a considerable problem in itself, with numerous professional man-hours engaged in sweeping the splinters.

School administrators have been violently attacked, among other things, for what is termed "the introduction of frills and fads in the nation's classrooms." They are charged with curricular devitalization through the accreditation of "soft touches" like driver training, personal typing, and family problem classes as well as the deliberate de-emphasis of "solid" or academic subjects. A review of relevant literature conveys the vivid picture of anti-intellectual pedagogues, arrogantly self-termed "educa-

tors," busily engaged in revising school programs to suit personal whims and false theories.

Now the interesting point here is that educational officials have often risen to defend school programs and practices as though they had, indeed, been arrived at arbitrarily. This unfortunate habit has appeared to confirm one of the serious allegations made against them. Only infrequently is it brought out that, in fact, the bulk of curricular offerings and administrative policies has been strongly influenced by articulate community sentiment. Alert administrators know that they are far more the instruments of public institutional expression than its shapers, although perhaps a handful cling to some delusion of autonomy. Consequently, whatever the merits or shortcomings of such sensitivity, its presence goes a long way in explaining why public education has developed as it has.

Most of the broader issues on which the schools are criticized—as, for example, "excessive vocational emphasis" and "nonselectivity in student retention"—have come about largely as a result of demands by P.T.A.'s, businesses, service organizations, and so on. Having discovered or been shown the inadequacies in prevailing procedures, these groups have often suggested and vigorously supported desired changes. Sometimes their ideas have been far more radical than those of even the more "progressive" educators, with the result that the profession has been placed in a position of relative conservatism, advising cautious and gradual curricular transition.

It is one of the disheartening ironies in the field that some of these same individuals

EDITOR'S NOTE

The title refers to accuracy of marksmanship, not to deliberate misaim. Of course, there are constructive critics of education and then there are the other kind. The latter ones attract the attention of the author, who is counselor at Central High School, St. Paul, Minnesota.

and even organizations, after achieving given aims in the educational program, have joined in open condemnation of the implementation of these aims. A case in point was the insistence by many that virtually all teen-age youth remain in school and the subsequent opposition to marking and promotional practices demonstrably capable of achieving this very objective. Little wonder educators sometimes find themselves saying, "Damned if you do and damned if you don't."

It must be recognized that American schools are first and last community institutions, in the most literal sense of those

words. Because they are so oriented, they tend to reflect the general cultural values and characteristics of their respective communities, including some of the local prejudices and ax grinding. Possibly as a result of this closeness to the people, the professional leadership makes an especially easy and inviting scapegoat for the multitude of deficiencies which undoubtedly are present in most educational systems. However, a fair-minded public might well examine its own role in creating many of the very problems with which the school must contend and for the existence of which there is exceedingly broad responsibility.



I Believe in Music

By MAX T. ERVIN

Tucson, Arizona

I believe that music, when taught correctly, can provide young people with democratic experiences in such a way as to be thoroughly convincing and instructive. Since one of the prime objectives of education in a democratic state is the preservation of that democracy, music lends itself most admirably to the achievement of that goal. It does so in devious ways, but perhaps most effectively by giving each person an opportunity to be an important part of a group whose combined efforts are bent toward creating and appreciating a common goal.

I believe that music, in common with other education forces, provides admirable opportunities for the individual to discover himself and his talents. Music instruction in the public school provides an opportunity for talent which might otherwise remain undiscovered and unappreciated to come to life.

I am firmly convinced that music provides young people with a means of purposeful recreation that can be of lifelong value. It serves both as a relaxation and a renewal agency, thereby being truly recreative in character and, as such, allows the individual who pursues it to enjoy a state of constant growth and development.

I sincerely believe that music is one of the greatest outlets for emotional drive in the curriculum of the modern school. It is uplifting in its power to inspire,

tremendous in its power to develop a sense of beauty, balance, proportion, and grace.

Music demands self-control and self-discipline, and in that capacity serves with equal effectiveness along with any other subject in the American school. Proper performance in groups or as a soloist demands the highest amount of control of mind, body, and spirit.

Participation in musical group activities cultivates a high degree of socialization, sportsmanship, and give and take. Music provides, in a pleasurable and gratifying manner, the realization that nothing worth while is accomplished except by work and sacrifice—that the greatest talent one can have is the talent for persistent work.

Music instruction in the schools is justifiable on psychological grounds: it offers an opportunity for pleasure and satisfaction in the learning process that is fundamental to real learning. Through the use of creative opportunities, music offers children a chance to create something of their own—in and of themselves.

Music itself needs no justification. It is the responsibility of the music educator to help it become a meaningful part of the lives of people, young and old. I am not nearly so concerned about what children will do to music, as I am about what music can do for children.

Book Reviews

FORREST IRWIN, *Book Review Editor*

Occupational Information (a revision of *Group Guidance*) by ROBERT HOPPOCK. New York: McGraw-Hill Book Co., Inc., 1957. 534 pages, \$6.75.

Dr. Hoppock, in his preface to *Occupational Information*, defines "counselor" to designate anyone who helps another person choose an occupation, whether professional or amateur. This book will be a useful reference for anyone giving occupational information even though it was designed as a textbook for use in training all types of personnel workers. Each chapter is followed by a series of questions which stimulates thinking on the part of the reader and will form the basis for class discussions. Here, in one book of 534 pages, is found a wealth of material for use in the study of occupations in elementary school, junior or senior high school, or college. The book is carefully indexed by names and subjects. There are 392 listings in a most complete and up-to-date bibliography.

Dr. Hoppock recommends that occupations be taught during the "last term preceding the point at which substantial numbers of students terminate their full-time schooling." Boys and girls may profitably be separated when studying occupations. Professionally trained counselors generally make the best teachers of such a course. Specific plans are given for tours of plants, career days, business-industry-educations days, and many other suggestions for practical use in gaining and imparting accurate information about job openings in any community. Both urban and rural communities are considered. Students in the occupations class may well be utilized in making surveys in the follow-up of school dropouts and beginning job surveys. Hints are given as to proper appearance for an interview.

Chapter 22 is devoted to suggestions for the beginning teacher in occupations. A teacher's reaction to a student's preference for some occupation may influence him even in elementary school. The author advises the reader not to let his prejudices show. Self-measurement should be encouraged. "Sooner or later every human being must learn and accept his limitations. . . . The longer we delay revealing them, the more difficult the adjustments become."

From Chapter 1, "Why Study Occupations," to the final index, Dr. Hoppock's book takes the reader through logically planned lessons in occupations and their evaluations. This book is a *must* for every counselor's library.

RUTH L. REAGER

The American Way of Government, National, State and Local Edition by ALFRED DE GRAZIA. New York: John Wiley and Sons, Inc., 1957. 971 pages, \$6.95.

In this excellent book the author, who is associate professor of political science and research associate in the behavioral sciences at Stanford University, has described the principles and operations of national, state, and local government from Colonial times to the present. The account is factual and objective. Historical materials are used extensively to enable the student to understand better the major structural and behavioral features of government today. Appropriate comparisons of the American way of government to other governments are made. A good balance is maintained between ideas and developments of an economic and social nature and the formal details of government. The chapters are short and coherent. Footnotes are used sparingly, but a good bibliography is included at the end.

A noteworthy feature of this book is the author's treatment of rights and liberties, which have been separated into three types—namely, political, judicial, and economic. Political rights and liberties are included in the section of the book which describes political activity; judicial rights, in the section dealing with judicial processes and law; and economic rights and liberties, in the chapter which treats of the scope and limits of governmental activity. By this arrangement, rights and liberties are explained closer to their context of thought and action and are more easily understood by students.

The author thinks that all too many students have read *about* the Constitution without having had the experience of reading the document itself. To promote the reading of it at the proper time the Constitution, with observations about some of its provisions, is included as a chapter in the book. These observations are intended to high light the reading of the Constitution as a document rather than to explain its meaning.

Other features which increase the usefulness of the book are the questions and problems at the end of each chapter, an explanation of terms and concepts as they appear, numerous illustrations, and the avoidance of widespread argumentation and quotation.

Dr. de Grazia has brought a fresh, vigorous approach to his subject, and his book will undoubtedly gain wide popularity as a college textbook.

PAUL O. CARR

School Public Relations by ARTHUR B. MOEHLMAN and JAMES A. VANZWOLL. New York: Appleton-Century-Crofts, Inc., 1957. 556 pages, \$6.00.

This is one of the best books which has reached the market in the field of school public relations. Written primarily for the active school administrator and for the graduate student who seeks to understand school-people relationships, this book has the distinction of being both practical and philosophically sound. The authors open by discussing educational relationships in a society specifically designed for education and they present scholarly treatment of the place of public opinion in such a society. These stimulating analyses are followed by a clarification of the democratic process itself.

In chapters 4 and 5 the authors write about propaganda and the schools. Propaganda, they say, "... may be considered as any individual or group efforts that are intended to condition others to a pre-determined response for a pre-determined objective, irrespective of whether the method of doing so is open or secret and whether the purpose is to help or injure a person, interest group, institution, or cause." Criticisms of schools have been divided into three kinds: informed criticism, purposeless criticism, and purposeful criticism. The school, according to the authors, "has the obligation to both the community and itself to appraise the criticism carefully." It is much more important to appraise and utilize criticism than to attempt to fight it.

The "Organized Teaching Profession" is examined in chapter 7. According to Moehlman and VanZwoll, "As an organization, the teaching profession must assume responsibility for determining its own standards for membership and improvement."

Part II, beginning on page 151, is devoted to principles and policies underlying a program of school public relations and to the essential elements of the school-community survey. In Part III, "State and Local Educational Agencies and Agents," the reader is told that education is a state function and that local public relations programs are more effective when they are supplemented and supported by more generalized state-wide programs. The board of education and responsibilities of the board are covered in chapter 11. Among these responsibilities is that of developing a systematic program of public relations. The jobs of the superintendent, the principals, and teachers, with respect to their leadership roles in the program of public relations, are well presented in succeeding chapters. "The superintendent of schools is functionally the leader and general director of the school public relations program." The roles of personnel, other than teachers, are also discussed. Secretaries, clerical workers, custodians, maintenance people, all have important roles.

In Part IV the authors point out that institutional and community agencies, such as the P.T.A.'s, parent councils, lay advisory bodies, the press, radio, television, and others, must be utilized effectively. Public relations are looked upon as a partnership program.

The importance of school reports, school bulletins, financial reports, report cards, house organs, research bulletins, and many other types of publications is well presented, and the importance of the school plant is also described.

The last chapter is really a summary or recapitulation and is followed by an excellent index.

C. A. WEBER

Functional Mathematics, Book 4 by WILLIAM A. GAGER, LUTHER J. BOWMAN, CARL N. SHUSTER, and FRANKLIN W. KOKOMOOR. New York: Charles Scribner's Sons, 1956. 578 pages, \$3.40.

This book is intended for students in the fourth year of high school. Each chapter is introduced by a statement of what it will present. Usually a reminder of related previous information is given, with provision for review if needed. Reasons for studying each topic are presented. Frequently a forward look toward more advanced study is indicated. Applications are stressed throughout the book. The explanations are clear. Points to be remembered are conspicuously marked. Each chapter ends with a thought-provoking test.

Chapter 1 describes the development of the number system, and the next chapter deals with geometric proofs and stresses general concepts of logic. Chapter 3 opens with twenty questions about approximate numbers, to reveal to the student his need for information. This knowledge is then provided and applied to the computation of areas and volumes.

Mathematical series in their relation to business problems are introduced in Chapters 4 and 5. Practical information about life insurance will be found next. Chapter 7 begins with exponents, treats logarithms thoroughly, mentions hyperbolic functions, and culminates in the use of the slide rule, including eight scales. All of the usual topics of trigonometry are presented in the next section, which also briefly mentions polar co-ordinates.

Chapter 9 defines a functional relationship. It gives problems in ratio and proportion from a wide variety of fields. Other topics are variation, graphs of functions, the meaning of a locus, the equation of a circle, and the analytic geometry of the straight line. The derivative is introduced as the slope of a tangent. The collection, evaluation, and organization of statistical data, and how to find measures of central tendency, variability and correlation, moments

and the line of best fit, are discussed in two succeeding chapters.

Chapter 12 applies differential calculus to slope, maxima and minima, points of inflection, tangents, normals, rate of change, and the solution of equations by Newton's method. Formulas for differentiation of algebraic, exponential, and logarithmic functions are given in groups followed by examples. Some of the formulas are derived. Differentials and parametric equations are treated briefly. The final chapter takes up integration as the inverse of differentiation and applies it to problems of geometry and science. The appendix contains tables, formulas, and a syllabus of the plane and solid geometry covered in previous books of the series.

The contents of this book are functional in both the general and the mathematical senses of the word. It is a suitable textbook either for a terminal course or as a steppingstone to more advanced work.

ETTA A. WAITE

Techniques of Guidance (rev. ed.) by ARTHUR E. TRAXLER. New York: Harper and Brothers, 1957. 374 pages, \$6.00.

The previous edition of this work included many fold-out pages which proved as frustrating in use as road maps; this edition represents a welcomed change in presentation of sample records and devices used in guidance programs.

The stage is well set for a school staff planning a guidance program. The author attempts to clarify meanings of vague terms used in this field, thus providing a resource that should be available not only for developing new programs but also in evaluating established programs as well. Annotated lists of available tests and sample records provide valuable assistance.

Without undue stress toward a purely "scientific" reliance on tests and other types of objective measurement—"nothing is wholly objective"—Traxler does make clear the use of such devices in the total counseling process. As in the previous edition, he attempts the very difficult task of describing and criticizing the many instruments available in the various behavior areas which we try to evaluate.

Chapter XX deals with the controversial group approach, but the author suggests preparation for individual counseling as one of the reasons for utilizing this method. Thus he remains firm in his insistence that the individual is the focal point of sound counseling and guidance.

Teachers play a major role in Traxler's guidance program, and he notes that this role is not in addition to their teaching but rather a part of it. "The philosophy and techniques of a guidance program are for the most part simply a means of helping

the school staff do better what it would, by virtue of necessity, attempt to do anyway." The teacher emerges as part of a total program in which the administrator and specialist have contributory functions as well.

The tendency toward eclecticism shows clearly in Chapter XIX, wherein he reviews the several schools of counseling and discusses the nature of their differences. This chapter is a profitable addition to the book.

CHARLES E. KOFRBLE

Business English in Action (2d ed.) by J. C. TRESSLER and MAURICE C. LIPMAN. Boston: D. C. Heath and Co., 1957. 529 pages, \$3.80.

Business English in Action is designed for high-school use. It is divided into two main sections: "Speaking and Writing on the Job" and "Handbook of Grammar and Usage." Using the communications approach, the first section includes listening as well as the speaking and writing suggested by the title. All material is fitted into topics related to business training. Most speech instruction, for example, is discussed under "Oral Salesmanship," while instruction in composition is included under various forms of business writing. "Personality and Business Relations" are given nine pages, but additional suggestions toward developing personality traits judged desirable in business are included in most sections. There is material on such specialized topics as telephone conversations and the writing of telegrams. The chapter on "Vocabulary of Business" should prove useful.

The handbook section treats quite adequately for its purpose most of the topics usually discussed in English handbooks, such as sentence structure, punctuation, and problems in grammar and spelling. The spelling list is drawn from words found to be most frequently misspelled in business communication. The whole book is amply illustrated with photographs, cartoon-type drawings, reproductions of business letters, and so on. An advantage is the use of business letters drawn from the files of actual corporations to illustrate different kinds of correspondence. Activities are suggested after each unit.

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Who's Who Among Our Reviewers

Dr. Carr is dean of instruction and professor of history at District of Columbia Teachers College.

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The Pamphlet Review

Successful Teaching with Globes edited by CLARENCE B. ODELL. Chicago 40: Denoyer-Geppert Co. (5235 Ravenswood Ave.), 1957. 48 pages, free with order of Denoyer-Geppert globe (extra copies, \$1.25).

This handbook is especially designed to enable teachers of geography, history, the social studies, and the general sciences to utilize world globes effectively in classroom instruction. The introductory chapter, prepared by the dean of the School of Education, Northwestern University, defines the responsibility for studying the world in its full global aspect. This is followed by a concrete discussion of a graded sequence for the imparting of global understandings. This guidebook offers a clear and effective presentation of important geographical concepts related to proper globe use and is supplemented by the inclusion of a list of world place names and a table of earth measurements and superlatives.

Automation: Its Meaning for Educational Administration, a report of the NATIONAL CONFERENCE OF PROFESSORS OF EDUCATIONAL ADMINISTRATION. New York 27: Bureau of Publications, Teachers College, Columbia University, 1957. 56 pages, \$1.50.

This booklet is a report of the tenth annual meeting held during August of last year by the National Conference of Professors of Educational Administration. The meeting devoted major atten-

tion to the issue of automation and its implications for the preparation of school administrators, and this pamphlet presents the subject matter of that meeting, a résumé of the discussions, and the agreements reached. Those who wish to acquaint themselves with an excellent treatment of automation will find this booklet to be of great help.

A Guide to School Integration (Public Affairs Pamphlet No. 255) by JEAN D. GRAMBS. New York 16: Public Affairs Committee (22 E. 38th St.), 1957. 28 pages, 25 cents.

Written under the supervision of the committee on school desegregation of the Society for the Psychological Study of Social Issues, this pamphlet presents a realistic program for achieving desegregation of the schools peacefully and constructively. It outlines the kind of preparatory action that is needed in the community and sets forth the responsibilities of the schools themselves in easing the transition from segregation to integration. Close attention is paid to understand the feelings and attitudes of the Negro pupil as well as the dilemma which the white pupil often faces. "The challenge of desegregation . . . will not be solved by school people alone," the pamphlet concludes. "Community leadership working with educational leadership can establish the kind of climate in which desegregation can take place with benefit to the whole community."

Retention in High Schools in Large Cities by DAVID SEGEL and OSCAR J. SCHWARM. Washington 25, D.C.: U. S. Government Printing Office (Bulletin 1957, No. 15, U. S. Office of Education). 29 pages, 20 cents.

This pamphlet is concerned with a study of school holding power which was conducted in cities of over 200,000 population. While it is basically statistical in content, the conclusions drawn are quite interesting and significant. Some of these, as reported in the pamphlet, are: (1) A substantial number of withdrawals are by children of better than average intelligence; both the intellectual potentiality and the man-power potentiality, therefore, are not being used. (2) The largest number of dropouts occur in the tenth grade, the rate being higher for boys than girls. The dropout trend is proportionally greater in the larger cities. (3) The incidence of pupil mobility is high. Withdrawal, in relation to transfer, emphasizes the need for a common curriculum in city school systems. (4) Most students now remain in school until they can be released legally. Therefore, further increase in retention rates must come from improvements in the school program which would satisfy the needs and characteristics of the present type of dropouts.

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The Humanities Today

Associate Editors: HENRY B. MALONEY and MYLES M. PLATT

TV & NEWER MEDIA

Study Guide for *Twelfth Night*

It is unfortunate that most high-school students must try to appreciate Shakespearean drama via the printed page. The teacher can point out that this or the other happens, and that a certain technique of stagecraft is used to achieve a precise effect. Some teachers may even assay a dramatic reading of a few lines. Such methods of study, of course, are far better than omitting Shakespeare completely (a millennium which some of the "non-content" educationists look hopefully toward). But one speculates on the value of reviews professional drama critics would be reduced to if they were forced to write their articles on the basis of scripts alone. The wonder is that many students do leave high school liking Shakespeare since a lively art cannot be performed very vividly in a textbook.

Twelfth Night, the Shakespeare comedy to be performed on N.B.C.'s "Hallmark Hall of Fame," December 15, is a case in point. Critics have long recognized it as being a happy blend of the sentimental and comic spirits in drama. It is a play of pace in which low comedy takes over when sentiment threatens to become sentimentality; similarly, when the farcical elements begin to become too riotous, the spotlight returns to sentiment. But what is pace in a play book? Subtlety of timing simply cannot be reproduced in a two-dimensional medium.

One may have read before in these columns that TV drama is an unpredictable fish which might flop in any direction and for that reason one may be apprehensive of basing a study unit on the forthcoming *Twelfth Night*. In fact, Shakespearean purists will turn whey-faced when they learn that Sir Andrew and Sir Toby will spend most of their time cavorting around in wheelchairs and that the production will have an Eighteenth Century dream motif. The caveat still holds, but teachers are reminded that "Hall of Fame" has produced more consistently good dramas over the years than any other TV program. Furthermore, last season's *The Taming of the Shrew* was performed with such élan and mounted in such imaginative settings that the superb comic tone which emerged compensated for licenses taken with the Bard.

Those who live close enough to Stratford, Ontario, to have gone to Tyrone Guthrie's memorable production last summer will recall immediately that *Twelfth Night* involves the romantic misadventures of twins Viola and Sebastian. They are shipwrecked on the coast of Illyria, each thinking the other dead. Viola disguises herself as a young man and gets a position in the court of Duke Orsino, with whom she falls in love. The duke, in turn, loves Olivia, a wealthy countess in mourning, but Olivia has eyes for the disguised Viola. When Sebastian later turns up in Illyria, the confusion is compounded. The problem is not resolved until the final scene when Viola and Sebastian confront each other on the stage. Spelling off these romantic pursuits are the comic antics of Sir Toby Belch, Sir Andrew Aguecheek, the priggish Malvolio, and Feste, a clown.

Teachers might assign class members the task of outlining the "Hall of Fame" presentation in terms of exposition, sentiment, and comedy. Do students find a successful "blend" more humorous than an all-out comedy? Or is the former perhaps more pleasing but less funny?

Since Maurice Evans will play Malvolio in the TV production, students will get a fine opportunity to study this enigmatic character. Do his pompousness and priggishness justify the "plot" Sir Toby and Maria conceive against him?

Is Sir Toby a likable character even though he is a libertine? And what about the weak Sir Andrew; is he appealing?

Discerning class members might feel that the fantasy idea would be properly established without use of the "dream" technique and that this is at best a trite device.

If there is a student in your classroom interested in western ballads, he might like to compare some of the mournful ones to "Come Away, Death" (Act II, scene 3, in the TV divisions of the play).

Another might be able to find out why the title makes the play appropriate for the Christmas season.

Students might scoff at the absurd notion that a girl be mistaken for a boy, but if they've looked at the backs of the heads of some of their pixy-clipped contemporaries, they will realize that this kind of confusion can happen. One student might do some research on the Elizabethan the-

ater and report to the class that boys played women's roles at that time.

Teachers will find TV Shakespeare a little less "safe" than the printed page as far as preparing lessons goes. A moving target is more difficult to hit but well worth the effort.

H. B. M.

POEMS FOR TEACHING

Previous "Poems for Teaching" have tried to explore particular aspects of poetry. Philip Booth's "Ego" (*The Clearing House*, April, 1957, page 497) demonstrated that poetic language can be just as easy, its diction just as common, as normal conversation. From any kinds of words and subject materials, the poet makes associations which suggest meanings beyond the words themselves. Mr. Booth's "Instruction in the Art" (*The Clearing House*, May, 1957, page 562), as a statement about the reverent dedication with which the true artist approaches his craft, is an example of how poetic language extends beyond itself into expanding clusters of meaning we conveniently call symbols. Pauline Leet's "Ah How My Cat Benjamin" (*The Clearing House*, September, 1957, page 55) illustrated poetic sight, that is, the joining of disparate things in such a way that the joining becomes metaphor, with a further life and meaning of its own.

Yet inevitably there comes the time when the teacher wishes to attempt a total definition of poetry, a time when both teacher and student become restive in the analysis of parts. There is, perhaps, no way to do this except to admit to the class that the attempt is predefeated, that no one has ever succeeded in defining poetry completely, and, having said that, to take a deep breath and begin anyway. If the teacher's self-defeat succeeds in communicating an essence of poetry, the defeat will be a victory. One good trick is to ask the class to look at two works, one of which is legitimately a poem, the other of which is not. It is best to select two works that center about the same kind of theme, by two authors who are roughly in the same period and culture.

For example, let us take two works by American writers who are both considered "contemporary." These works have in common a particular recognition, a view of existence as something that can destroy human happiness, containing within it possibilities that make life something less than idyllic. One work is "Termites" by Charles G. Bell:

A friend writes me from the temperate zone:
He has a fourth child, a gold-haired girl.
Here the termites are swarming.
Through unscreened windows
They drift in whirls to the light.
Dropping wings,
Pale worms on the table,
They pursue and mate; then eat
Into the books, blotting the word.
Procreation wraps us like a spider's web.
How shall I write my friend blessings of the
occasion

From this hot land where breeding is a curse?*

The other is "There's a Certain Slant of Light" by Emily Dickinson.[†] We will examine that poem in next month's continuation of this "definition" of poetry. Granted that Mr. Bell is a newcomer and that Miss Dickinson is an accepted, classic author from a departed generation, yet both share the "contemporary" area; in both cases we are interested only in contrasting their poems rather than their accepted or potential stature and fame.

The most noticeable thing in "Termites" is the work's basic imagery, that of insects. The termites, "pale worms," become emblems of an obscenely prolific nature. Procreation wraps one "like a spider's web." But what does this imagery do? It is not consistent in signifying destruction, for although one does associate that idea with termites, there is no special connotation of wormy work attached to spiders or, especially, to spider webs. Rather than build any new levels within the work, the insect imagery serves only to convey the writer's sense of disgust with the blind heat that fosters breeding. True, there is no need to demand more than that.

But what are we to make of the writer's sense of disgust? Supposing he were to present an even stronger picture of blind, insect-breeding heat, say a mess of garbage covered with a white, heaving flow of maggots? Certainly our sense of disgust would then be as strong as is the writer's watching termites. Yet even in our moment of nausea, we would be aware that we see a single thing which might make a perfectly good literary image, but which would not be a yardstick by which we measure all life. If we used the image as a symbol—that is, surround

* Rolfe Humphries, ed., *New Poems by American Poets*, #2 (New York: Ballantine, 1957), p. 19. Thirty-five cents.

† Oscar Williams, ed., *The Pocketbook of Modern Verse* (New York: Pocketbooks, Inc., 1954), p. 85. Fifty cents.

it with associations that would give it universal application beyond its literal meaning—then we would have more than temporary opinion or personal reaction. In making symbolic metaphor we would have a reality within the poem rather than an opinion within the poet. Such a unifying perception, a creation of new relationships between termite and a constant possibility in life, would be an example of poetic sensibility.

But in Mr. Bell's work, the termites are termites, nothing more. They are emblems, representatives, not metaphors. While no one has the right to demand more, the poet has no right to apply his personal, temporal, geographical reaction—his private opinion—to general life. Tropical observations may certainly result in such opinion, but the poet must not merely tell us that he has a vision: he must *make* that vision for us. Because the termites are emblems, they can have only a one-to-one representational quality between one time and place and one person's view of them in that time and place. Yet the poet would have us apply this view of life to all life, including the birth of the "gold-haired girl" in the "temperate zone." Consequently, when the writer jams on a universal statement at the end of his view of termites ("How shall I write my friend blessings of the occasion/ From this hot land where breeding is a curse?") one's response is to shuffle one's feet and murmur, "Aw, come on, now." While we have no right to demand that the poem be something other than what it is, the poem itself has no right to pretend to be something else, either. The simple fact that the writer is hot, and there are no screens, and there are too many termites, does not give him the right to bemoan a total world in which life and procreation are so hideously fecund that the birth of a child calls for no blessings.

This is not to say that such materials (termites, unscreened windows, heat, and disgust) cannot legitimately be the materials of poetry. Nor is this to say that such an idea (birth calls for no blessings) is not a perfectly legitimate subject for poetry. But a poem makes the subject come out of the materials—it does not impose one upon the other. What we find in "Termites" is sensitivity, but not sensibility. It is the sensitivity that makes for embarrassment, just as a response disproportionate to the stimulus always does. Because the universal idea in "Termites" must stand alone—there is no universal reality of it in image, metaphor, or symbol in the work—the idea remains one man's opinion. As such, it is neither profound, new,

interesting, or poetic. We cannot accept this work's opinion of life simply because it does not give us the universal reality it claims.

All of this is to say that "Termites" is not a poem. It is a prose rendering of an idea. If I were to say, "The fog is so doggone cold, there is no sense in living," this is my prose hyperbole, opinion rhetorically cast. If I were to say

The fog
Is so dog-
Gone cold,
There is no sense in living

it would *still* be prose and mere sensitivity. That is, this "poem" could be rendered in one prose redaction which would completely include all the possible levels of the original statement. One can render "Termites" thus: "This tropical heat breeds so many disgusting things indiscriminately and mindlessly that birth itself does not seem a blessing." There is no *essential* difference between this statement and "Termites." The difference is that "Termites" has more descriptive phrasing, more specific language, which is all to the good—it is much better prose than mine—but those additions in "Termites" do not make anything beyond themselves. They add only their own descriptiveness and specificity from which nothing larger grows.

Some possible statements toward a definition of poetry begin to emerge from these considerations. First of all, a poem cannot be sensitivity or opinion; it must create its own reality, whether or not we choose to accept the truth of that reality outside the poem. Secondly, concentration and specificity are not by themselves the earmarks of poetry. Poetry must take specific objects, hard words that make the reader see the experience that is the poem's subject. Then it must put these specifics in such relationships that they are seen in a new way. This new seeing is the symbolic metaphor of poetry. This new seeing suggests, by its very qualities, an indefinite number of additional attitudes and definitions and evaluations of the objects, so that the objects become something more than themselves. The unity of the object and the symbolic expansion become the reality, the truth within the poem. Perhaps, then, we may say that poetry is a concentration of universal realities that arise from the relationships of specific, hard words. A poem, in short, is not only concentration *per se*, but is concentration of interior truths, created within itself.

(To be continued next month.)

MILTON R. STERN
University of Illinois

TRANSCRIPTIONS

Dante's the *Inferno* read by John Ciardi (Folkways Record, FP97/1).

The teacher of literature is obliged to be suspicious of literary condensations, digests, or extracts, for such a methodology inherently disregards the form of its material. John Ciardi's reading from the *Inferno*, however, is not really open to this objection. Using his own translation (available in paperback: Mentor, MD 113, fifty cents), Ciardi has recorded eight of the poem's thirty-four cantos, but these eight are at least complete, and they are enough to carry the student down through the fifth circle of Dante's great drama of passion and pain and implacable justice. Thus they are preferable to any attempt to abridge the entire poem or to extract its "story," for they at least introduce rather than distort.

Every teacher must make his own evaluation of Ciardi's translation, but as Ciardi reads them here his lines have the force of real poetry. His notes and explications, as many teachers of world literature courses are aware, are extremely useful to the nonspecialist. This recording is an excellent means of introducing students to one of the world's most intricate and awesome conceptions.

Sonnets from the Portuguese and *The Barretts of Wimpole Street* read by Katharine Cornell and Anthony Quayle (Caedmon, TC 1071).

Three scenes from Rudolf Besier's play, *The Barretts of Wimpole Street*, backed by twenty selections from *Sonnets from the Portuguese* form a useful combination. The couple's first dramatic meeting, Miss Barrett's recovery, and their final plans for the trip to Italy under the ominous shadow of Mr. Barrett have been chosen to form a fairly coherent synopsis of the play.

Although many critics regard the play with reservations, viewing with skepticism its merits as biography and as literature, the thoroughly professional presentation by Miss Cornell and Mr. Quayle will add an interesting side light to classroom study of the Victorian poets. Miss Cornell's interpretation of the sonnets is remarkable; she has chosen a tempo and a tone which capture the dignity and sensitivity of Mrs. Browning's perception and yet has escaped the excesses of sentimentality so often associated with these love sonnets.

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PRINTED PERSPECTIVES

Commentary on American Arts

Perspectives, USA, Number Sixteen (Summer 1956). New York: Intercultural Publications, Inc. 237 pages, \$1.50.

Number Sixteen of *Perspectives, USA*, marks the passing of a valuable experiment in intercultural publication made possible through a grant from the Ford Foundation. The aim of this experiment was "to further friendship and understanding among peoples of all countries through cultural exchange."

In the first essay, ironically, George F. Kennan argues the necessity for "International Exchange in the Arts." Mr. Kennan's brief seems a lost cause in the face of recent censoring and, indeed, elimination of cultural exchange with countries where it could accomplish most.

Number Sixteen presents literate commentary on many American arts. This commentary appears as history, sociology, review—but whatever its guise, each article is also a self-contained essay of merit. Harry Levin appraises what is universally significant in the form developed by Cervantes. Hayden Carruth's revealing essay on Ezra Pound illuminates even the several poems also included in this issue. The magazine includes one carefully constructed short story, "This Hand, These Talons," by R. V. Cassill, on the failure of a veteran to "adjust" to the horrors of the American "way of life."

The editors (whose names are a roster of the most vital in American culture) have selected essays from the nonliterary arts that suggest their relevance and meaning for amateurs. Joseph Kerman places "The Second String Quartet" in the context of Roger Sessions' work and cultural environment in a way to interest the nonmusician. Eleanor Monro's intelligent introduction to sculpture will help the museum patron, and E. P. Richardson reveals how three artists have transformed commonplaces of American life into art. Both include illustrative plates.

Several essays represent trends in the social sciences. O. H. Raskin argues the virtues of the unions' social security plans and their beneficial effect on the national economy. The retreat from the cities to the suburbs has spawned cultural problems diagnosed by Victor Gruen. Fred M. Hechinger describes (with tables) the major trends in "Modern American Higher Education." Erich Fromm's estimate of "The Present Human Condition" is of man as a self-

alienated consumer, yet Fromm's plan for his regeneration is at once hopeful and impractical.

The index to all previous numbers included in Sixteen should have readers mailing off \$7.88 to Marboro Books, 222 Fourth Avenue, New York 3, New York, for a complete file. They may also be moved to write to the publisher at 60 East 42d Street, New York 17, New York, urging resumption of publication.

MARY E. HAZARD
Levittown, Pennsylvania

Two Different Angles on the Media

The Circle of Guilt by FREDERIC WERTHAM. New York: Rinehart and Co., Inc., \$3.00. 211 pages, 1956.

The Last Angry Man by GERALD GREEN. New York: Charles Scribner's Sons, \$4.50. 494 pages, 1957.

Someone said (of David Riesman's *The Lonely Crowd*) that sociologists are writing the stuff of which novels are—or should be—made. Here are two works that show specifically how the sociologist's interests furnish material for fiction. Wertham's case study and Green's novel both level an indictment at the phony values created or diffused by the mass media. Both are largely concerned with individuals caught between unrealistic aspirations and social restrictions.

Dr. Wertham presents a case study of Frank Santana, young Puerto Rican convicted of a New York gang murder; Dr. Samuel Abelman, the last angry man, makes similar investigations about his fictional patient, a young Negro, Herman Quincy. Both members of minority groups, both slum dwellers, both sought status in gangs as "Taza" (Santana) and as "Josh the Dill." Both found a moment of power in violence, but each was cut down for his crime. Taza is now imprisoned for shooting William Blankenship; Josh the Dill is in police custody, suffering a brain tumor, after his assorted rapes and assaults.

So much for the newspaper view of either case. What more deeply concerns the psychiatrist, Frederic Wertham, and the fictional M.D., Abelman, is not the crime but its complex of causes. Both doctors recognize a certain beauty worth saving in their "hoods." They are, however, too sophisticated to see hope in street corner camaraderie. They both denounce this as a social worker's misconception of salvation. They are shrewd enough to see that their hoods

are children. The child, however, hides behind the camouflage of the cement jungle, and both Abelman and Wertham find it hard to penetrate the war paint to contact that child.

Wertham documents the complete breakdown of social institutions that Green the novelist only suggests—the impotence of the home in the slums, the absence of help from social agencies, the meaninglessness of religion as it is presented to these boys, the bungling of sentimental would-be social workers, and the failure of the schools. (Wertham describes at length the mishandling—and worse, neglect—of Spanish-speaking students in the public schools.) All of these institutions served, by their incompetence and their elaborate irrelevance, only to confirm the anomy of the two delinquents.

The offerings of the mass media, however, seemed relevant to the delinquents' search for value? status? power? Gerald Green, an N.B.C.-TV producer for such shows as "Today" and "Wide Wide World," reveals the falseness of TV from the inside. He impales the wordmen—formerly of Dubuque—out-gray-flanneling the native New Yorkers; he satirizes the scuffling for status among members of the staff; he describes the pressures that castrate a good idea. Green also shows why the occasional mature production is a miracle. But he fails even to suggest the relationship between the usual inanities and Josh the Dill.

Showing that connection, on the other hand, is Wertham's stock in trade. He documents Santana's immersion in the mass media—movies five times a week, hundreds of "creeps" (horror comics), a new but incessant TV set. Wertham, too, has his blind spot—undue emphasis, harangue even, on the evil of comics when he at the same time suggests a circle of guilt. That circle ranges from economic to psychological factors.

Both writers, however, are men angry at the abuse of the media and the part it plays in the corruption of our values. Their complementary analyses should give the anger of teachers more point and perspective.

M.E.H.

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Audio-Visual News

By EVERETT B. LARE

Jewelry and Silversmithing Series

A new series of six jewelry and silversmithing filmstrips has been distributed by McGraw-Hill Book Company, 330 West 42d St., New York 36, N.Y. Color; price \$30. Each filmstrip has approximately forty frames. A summary of each follows:

Part One. *Designs in Jewelry.* The filmstrip starts off with several illustrations of good design. Cuff links in which different materials are combined together show a good balance between silver and ebony, giving a feeling of depth. A bracelet illustrates repeat design. Other cuff links pictured use a sweat soldering technique and sweat and wire soldering techniques. Both portray an effective use of ball shot. In frame No. 9 is shown a link bracelet employing overlay. Then come several examples of poor finishing. One bracelet requires more buffing; another bracelet is overoxidized. The third bracelet is finished properly—the low areas are dark and the high areas are bright. Frame No. 12 presents an example of an overworked design. There are too many small units. An unusual use of the piano-type hinge in making a bracelet is displayed in frame No. 14. Half-round wire bracelets are shown in frame No. 15. Other examples of effective use of design in bracelets follow in the next few frames. A beautiful necklace is shown, with a round wire and jeweler's enamel. On frame No. 23 salad servers using handles of ebony are displayed. A creamer and sugar made from flat silver are shown next. These are followed by illustrations of a pitcher, another creamer and sugar, candle holders, a candy dish—all raised from flat stock.

In No. 29 we come to enamel on copper using glass threads sgraffito and the dry sift techniques. These are followed by several illustra-

tions such as pins, bracelets, rings, belt buckles, pickle forks, earrings, silver candy dish, a crucifix, and a handmade chalice. These all are examples of silversmithing and soldering techniques.

Part Two. *Tools and Techniques.* This filmstrip opens with a picture showing the drawing of wire. It continues on to illustrations of the jeweler saw, giving close-ups on the mounting of the blade and use of the saw. Frame No. 8 starts with a consideration of different types of files and their probable use. Abrasives are considered next. The use of an acid solution called pickle is shown cleaning work between soldering jobs and before polishing. At frame No. 15 annealing is demonstrated. Hammers and mallets and the proper method of hammering come next. To make decorative shot a metal is cut to the proper size and heated. As the metal melts, it draws itself into a ball. This shot may then be soldered in place. Stones are usually set in a bezel. A bezel is a frame made of fine silver. The bezel is shown cut to size and soldered together. The craftsman places the stone inside the bezel and fastens it by pushing the top edge over the stone with a pusher or stone setter. In frame No. 31 the drawing of wire is shown and in No. 33 is pictured the twisting of wire. Various chains made from wire links are pictured and the method of making the wire links is demonstrated.

Part Three. *Soldering Techniques.* The filmstrip opens with the close-up view of soldering. Then the tools needed are pointed out and the chemicals are described. Next we actually observe the soldering operation. Two pieces of metal are cleaned and smoothed. One part of the pendant is coated with flux and heated. The solder is applied with tweezers. The heating is continued until the solder melts to the pendant. Many aids for soldering are then shown. If the firing contains a stone, it should be removed before soldering. The placing of a stone in a bezel is now shown. The joint on the bezel should not be in a corner. When a chain is made, some links are soldered, others have an opening. After the links are placed together, those with openings are soldered. Various other techniques of soldering finish the filmstrip.

Part Four. *Jewelry Finishing.* Finishing is the final touch that brings out the beauty of a fine

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piece of work. After a piece of work has been constructed, smoothed, and cleaned, it is ready for buffing and polishing. The buffing machine should be driven by a one-quarter or one-third horsepower motor. The polishing head should be equipped to hold buffing wheels. Leather or rubber wheels are used for rough cutting operations. Felt wheels are used for either cutting or polishing. Many sizes and shapes are illustrated. Felt cones are used to polish inside rings. Cloth wheels are usually used for final rouge polishing. Scratch wheels, brass or steel, may be used to provide interesting textures. When polishing, a person should avoid flowing clothing. He should wear an apron or smock with short sleeves and a face mask and remove his tie. The proper position for holding the work is illustrated. The wheel must be charged by the holding of a stick of abrasives against it. Common abrasives are tripoli and jeweler's rouge. Soldered work should be pickled before buffing. All fire stain should be buffed away. It is pointed out that different compounds should never be used on the same wheel. If power is not available, hand buffs and various abrasives can be used.

As the filmstrip points out, proper finishing is very essential for a craftsmanlike product.

Part Five. Sand Casting and Hollow Ware. The filmstrip opens with illustrations of sand casting on rings, giving them a feeling of massiveness and strength. The process of sand casting is as follows (all the techniques mentioned are illustrated by pictures): First, a wax model of the piece to be cast is prepared on the proper-sized mandrel. Parting powder is sprinkled in the flask, holding sprue pin in place. The powder will prevent the sand from sticking to the flask. The bottom half of the flask is filled with casting sand and packed tightly with a large dowel. The flask is inverted and the bottom carefully removed. Then it is sprinkled with parting powder, and assembled. The top half of the flask is filled with sand, which is packed tightly around sprue pin. The mandrel with model is placed in position. The top half of the flask is pressed in position and the two are pressed together. This leaves an impression of the model. The sprue pin is removed. Sand is packed tightly in brass tubing to form core. The core is pressed out of the tubing with a dowel. The metal is heated and poured into sprue hole. The flask is taken apart to expose casting. The case is removed from hot sand with tweezers or pliers. The sprue is sawed off, and the cast is shaped with file and abrasives. Then it is buffed and decorated.

The second half of the filmstrip considers hollow ware. It starts off with beautiful illustrations made from flat pieces of metal. The process is as follows: A metal blank is cut out to the desired shape. The center is marked lightly. The cuff of the panel is started with a blocking hammer and block, beginning at the edge and spiraling into the center. The large dents left by the blocking hammer will be pounded out by use of a mallet on a stake. After annealing, hammering is continued either from the inside or the outside. The hammering begins at the base of the bowl and proceeds outward to the rim. After each raising course, the edge must be thickened and raising dents malleted out. The piece is then annealed. If the metal is not kept soft by annealing, it may harden and split. After each raising course the direction in which the bowl is turned must be reversed. If this is not done, the bowl will become lopsided. Finally the edge is filed, the bowl is polished, the base is constructed and soldered into position. We end up with a fine piece of hollow ware.

Part Six. Enameling. Enameling is glass fused to metal by heat. The filmstrip starts in with illustrations of finished enamel products. Then we see the enamel being cleaned. All parts to

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be enameled are rubbed briskly with steel wool. The copper is heated and plunged into acid pickle. The piece is now rinsed, washed in soap and water, and dried. Agar is used to hold the enamel to curved or sloping surfaces. Next we see the enamel being screened. The enamel falls onto the dish. The curved surfaces should be covered first. The piece is now being heated in a kiln and fired to 1,500 degrees F. When the colors are smooth and shiny, the pieces are taken from the kiln and allowed to cool slowly. We see pieces finished by counter enameling, stencil design, sgraffito enameling, slush enameling, and dry sift enameling. Many examples are shown of each method.

Criticism. The color on these filmstrips is superb. They are excellent for any high-school crafts course. The enameling filmstrip received the lowest rating by our art department. In a few places the art instructor mentioned that there are mistakes according to her training. That may not be true for someone else. The sand casting and the hollow ware filmstrip seems to present too few concepts; the enameling filmstrip, too many. The others seem to present about a median number of concepts. The strength of the filmstrips is in the pictures, but the commentary is very essential. In most cases additional explanation by the teacher would be needed except for an advanced class. The filmstrips would be of use in all phases of instruction: introduction, presentation, discussions, and review. There is a lack of opportunity for audience participation because there are no questions at the end of the filmstrips. However, these may be supplied by the teacher. Vocabulary level is entirely suitable. (Jr.-Sr. H.S.)

Shakespeare

ROMEO AND JULIET: Filmstrip; \$7.50; Educational and Recreational Guides, Inc., 10 Brainerd Rd., Summit, N.J.

Content: The filmstrip summarizes the familiar story of Romeo and Juliet. It is illustrated from pictures released through United Artists. The commentary is in prose. It starts off with the prologue of the play, revealing the tragic theme of the lovers of old Verona. Romeo and Juliet are destined to die because their families bore each other an ancient grudge. The Montagues and Capulets fought in the streets and in order to stop the feud the Prince of Verona decreed death to the next offender. Juliet had a coming-out ball arranged by her mother, Lady Capulet. Juliet's nurse approved

of Juliet's noble suitor, Count Paris. At the ball Juliet was introduced to Sir Paris, but while dancing she saw Romeo for the first time. Juliet's father noticed the intruder also and Juliet's nurse warned Juliet that she was dancing with a Montague. That night Romeo, having fallen in love with Juliet, stole to her garden in the hope of seeing her at her window. Juliet also, mourning the love that she could not have, caught sight of Romeo in the garden. Then followed the famous love scene in which Romeo and Juliet decided to marry in secret. Friar Lawrence agreed to marry the lovers, hoping the marriage would end the Capulet and Montague feud, and Juliet's nurse reluctantly agreed to help to arrange the secret marriage.

Fiery Tybalt taunted Romeo for his intrusion at the ball but the newly wed Romeo refused to fight. However, Romeo's friend, Mercutio, took Tybalt up on the challenge. Romeo tried to stop the duel between Tybalt and Mercutio. Romeo tried to interfere and Mercutio was fatally wounded. Seeing Mercutio slain, Romeo's temper flared up. To avenge Mercutio's death, Romeo fought and killed Tybalt. As a consequence, the Prince banished Romeo on the very day of his secret marriage. Only the nurse and the friar knew of the tragic plight of Romeo and Juliet.

Romeo bade farewell to Juliet and went to Mantua. The friar, thinking to help out the situation, gave Juliet a drug which would cause a deathlike sleep. The plan was for Juliet to let herself be placed in the family tomb and for Romeo to return from exile and elope with her when she awoke. Unfortunately, Romeo did not receive the message in time. Instead Romeo's servant brought him the false news that Juliet was dead. Romeo returned to join her in death. When Juliet awoke and found Romeo had taken poison, she stabbed herself with Romeo's dagger. So Friar Lawrence's plan miscarried. His messenger had been unable to reach Romeo in time. Now the Capulet and Montagues, grief stricken over the tragedy which came to both their houses, at last made up their ancient quarrel and became friends again.

Criticism. This filmstrip is a very colorful one. It is very concise, and does not go into great detail but carries through the story of Romeo and Juliet. It does not have Shakespeare verse; the story is told in modern-day prose language. The costumes are excellent, especially since taken from the modern photoplay by the same name. It would be found useful in any English class studying the classic, *Romeo and Juliet*. (Jr.-Sr. H.S.)



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